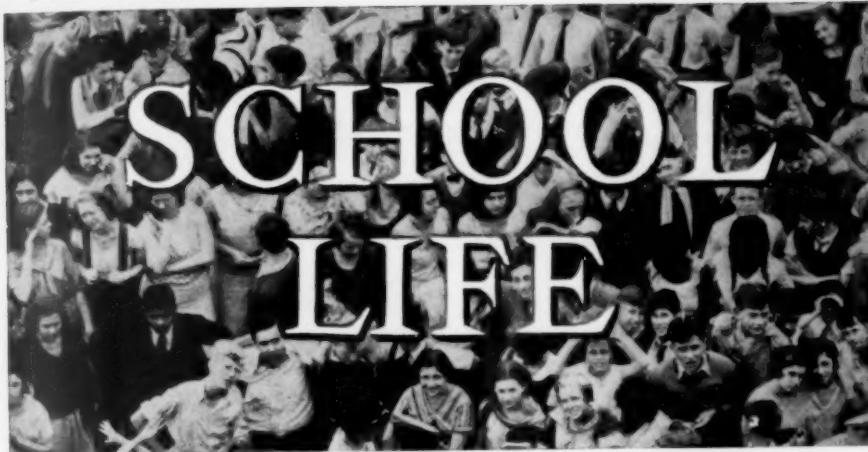


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*For January · 1935*



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The cover design for this issue of *SCHOOL LIFE* is a prize drawing by Miss Rose Mary Bryan, Massachusetts School of Art, Boston, Mass., selected from 21 designs created for *SCHOOL LIFE* by members of the senior design class of this art school. See page 106 for honorable mention drawings by James L. Green, Viola Crouch, and Phyllis Wild.

## Since Last We Met

STATE superintendents or their representatives from 41 States and Alaska came to Washington for the annual meeting of the National Council of State Superintendents and Commissioners of Education. Chief subjects of discussion were: Emergency aid for schools, Federal aid, changing trends in taxation. State Superintendent Vierling Kersey of California was elected president; Sidney B. Hall, Virginia, vice president; Francis L. Bailey, Vermont, secretary.



Some of the State superintendents were accompanied by the men elected to succeed them in January. Such cooperation between outgoing and incoming candidates is, we believe, more common in education than in any other field.



Outstanding in the meeting was Dr. Howard Dawson's report that 30,000 schools needed emergency aid. (See February *SCHOOL LIFE*.)



Dr. Dawson's report precipitated a heart to heart talk on emergency aid to education resulting in a request that Commissioner Studebaker obtain a clarification of policies and practices of emergency organizations handling school problems.

Miss Agnes Samuelson, Iowa's State superintendent of public instruction, hurried home for an important meeting. Following Pennsylvania's footsteps, Iowa held a citizens' conference on education December 19.



Officers elected at the thirty-ninth meeting of the Southern Association of Colleges and Secondary Schools, at Atlanta, were H. B. Heidleberg, superintendent, Clarksdale, Miss., president; Dean J. T. Davis, John Tarlton, A. and M. Junior College, Stephenville, Tex., and President Guy Wells, Georgia State College for Women, Milledgeville, Ga., vice presidents; President Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala., secretary-treasurer.



Many great artists and writers began their careers as school children. E. B. W. shows in a delightful article in the December 8 *New Yorker* on the "alumni" of St. Nicholas magazine. Edna St. Vincent Millay at 13 won a gold award for poems she submitted. She is one of dozens of young people who were spurred on to creative efforts by the magazine's competitions.

# Three Centuries of Secondary Education

THIS year marks the three hundredth anniversary of the American high school. There will be a national observance of the anniversary during the year, in celebration of the establishment of the first public high school, the Boston Latin School, in 1635.

While all of us are acquainted with the secondary school of today, comparatively few may know the background of the modern high school. The following brief account has been prepared to give a clearer picture of important developments in our 300-year-old secondary education. Editor.

## The Free Latin Grammar Schoole of Boston, 1635

\* \* \* for the teaching and nourtering of children with us.

And by the side of the Colledge a faire Grammar Schoole, for the training up of young schollars, and fitting of them for Academical learning, that still as they are judged ripe they may be received into the Colledge of this Schoole.

## Other early secondary schools

Charlestown, 1636; Salem, 1637; Dorchester, 1639; Newbury, 1639; New Haven, 1639; Hartford, 1639; Cambridge, 1640; Roxbury, 1645; Braintree, 1645.

\* \* \* places of study of Latin, Greek, writing, and the like.

\* \* \* to teach English and Latin according to his (the master's) abilities and their (the pupils') capacities.

\* \* \* That the scholars behave themselves at all times, especially in schooltime, with due reverence to their master, and with sobriety and quietness among



themselves, without fighting, quarreling, or calling another or any other bad names, or using bad names in cursing, taking the name of God in vain, or other profane, obscene, or corrupt speeches, which if any do, that the master forthwith give them due correction.

\* \* \* a certain number of gentlemen of liberal education, together with some of the reverend ministers of the town, to be inspectors of the said school \* \* \*

## ★ AN INTERESTING *Historical Account of Secondary Schools in the United States, 1635 to 1935*, by Carl A. Jessen, Secondary School Specialist

### Old Deluder Satan Act of Massachusetts, 1647

\* \* \* That where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth, so far as they may be fitted, for the university \* \* \*



### Religion in the Latin grammar schools

\* \* \* to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the church, when our present ministers shall lie in the dust.

It is ignorance which is the natural parent of that atheism and infidelity so rife amongst men.

### Realism in private secondary schools

Mr. John Walton, late of Yale College, Teacheth Reading, Writing, Arithmetick, whole Numbers and Fractions, Vulgar and Decimal, the Mariners Art, Plain and Mercators Way; Also Geometry, Surveying, the Latin Tongue, and Greek and Hebrew Grammers, Eithicks, Rhetorick, Logick, Natural Philosophy and Metaphysics, all or any of them for a Reasonable Price.

### Benjamin Franklin's Academy, 1751

\* \* \* that they learn those things that are likely to be most useful and most ornamental.

The English language might be taught by grammar; in which some of our best writers \* \* \* should be classics. \* \* \* If history be made a constant part of their reading \* \* \* may not almost all kinds of useful knowledge be that way introduced to advantage? \* \* \* though all should not be compelled to learn Latin, Greek, or the modern languages, yet none that have an ardent desire to learn them should be refused. \* \* \* the history of commerce, of the invention of arts, rise of manufactures, progress of trade \* \* \* the principles of that art by which weak men perform such wonders, labor is saved, and manufactures expedited. \* \* \* that benignity of mind which \* \* \* is the foundation of what is called good breeding \* \* \* true merit \* \* \* as consisting in an inclination, joined with an ability, to serve mankind, one's country, friends, and family.

### Phillips Andover, 1778. Phillips Exeter, 1781

\* \* \* for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences wherein they are commonly taught; but more especially to learn them the great end and real business of living.

### The ascendancy of the academy

\* \* \* the course of education \* \* \* should be adapted to youth in general, whether they be intended for civil or commercial life, or for the learned professions.

The Town is willing that the estate given for the support of a Grammar School in the Town of Hadley be employed \* \* \* for the support of an Academy in the Town of Hadley.

Opened school, consisting the first day of about 30 misses. Afterward they increased to 70 and 80 \* \* \* They were from 7 to 20 years of age. \* \* \* I attended them in reading, writing, arithmetic, and geography, principally \* \* \* it is a wise and useful institution.

### General education at public expense

Jefferson's bill "for the more general diffusion of knowledge," 1779.

John Adams, 1795: "The peculiar advantage of such schools (town grammar schools) is that the poor and the rich may derive equal benefit from them; but none excepting the more wealthy, generally



speaking, can avail themselves of the benefits of the academies."

Board of Regents placed in charge of education in New York State, 1784.

Other early State systems: Georgia,

1785 Louisiana, 1804(?). Michigan, 1817.

**The English Classical School of Boston, 1821 (Later called the English High School)**

The Committee . . . are of the opinion that an additional School is required. They, therefore, recommend the founding of a seminary which shall be called the English Classical School . . . .

Public opinion and the wants of a large class of citizens of this town have long been calling for a school in which those, who have either not the desire or the means of obtaining a classical education, might receive instruction in many branches of great practical importance which have usually been taught only at the Colleges. This led to the establishment of the English Classical School. . . . This is as far as possible from being what its name indicates, as the classics, properly so called, are not taught, nor any knowledge of their languages required.

**Other early high schools**

Worcester, 1824. New York, 1825. Plymouth, 1826. Salem, 1827. Portland, 1829.

\* \* \* the grand object of this institution is to prepare boys for such advancement, and such pursuits in life, as they are destined to after leaving it. All who enter the school do not intend to remain for the same period of time . . . and many who leave it expect to enter immediately upon the active business of life.

The means of instruction, which are offered to the poor, should be the very best which can be provided. They may not all be able to proceed so far in the path of learning as others in happier circumstances. But to the extent of their progress, let them have all the help which the present state of knowledge affords.

\* \* \* that the privilege of pursuing whatever branches of education are included within the instruction provided at the expense of the town be offered without partiality, without restraint, and equally to all children in the town who may be qualified.

**The Kalamazoo Case, 1874**

If these facts do not demonstrate clearly and conclusively a general State policy, beginning in 1817 and continuing until after the adoption of the present constitution in the direction of free schools in which education, and at their option the elements of classical education, might be brought within the reach of all the children of the State, then, as it seems to us, nothing can demonstrate it.

**The public junior college, Joliet, 1902**

\* \* \* the first public junior college still in existence.

**The junior high school, Columbus and Berkeley, 1909-1910**

\* \* \* as a junior high school with the seventh, eighth, and ninth grades as a unit . . . .

\* \* \* the 12 grades, or years, be broken into three groups: The first, elementary, to comprise the first six years of school life; the second, the lower high school, to comprise the seventh, eighth, and ninth years; and the third, the upper high school, to embrace all pupils of the tenth, eleventh, and twelfth years.

**Federal Vocational Education Act, 1917**

An Act To provide for the promotion of vocational education. \* \* \*

**Secondary Education in 1930**

Nearly 24,000 high schools in the United States.

One of every 22 in the population attended high schools within the year.

Forty-seven percent of the pupils attended high schools deviating from the regular 4-year type.

## F. E. R. A. Parent Education

EMERGENCY parent education activities of the F. E. R. A., which contributed to the national recovery program in 21 States last spring, now are included in the emergency education programs of 33 States and the District of Columbia. Two kinds of needs are being met by these activities: Those of parents in trying to deal with the very serious problems that have come to them through unemployment and a changing social order, and those of unemployed teachers, nurses, and social workers qualified to give professional service and leadership. Reports made to the Federal Office of Education indicate that 28,000 parents and their children were served through parent education activities between January and June of last year, and that 1,200 leaders were gainfully employed.

While the organization and supervision of the work is carried on through State departments of education, many other State departments, particularly the public health department and the State library, give valuable aid. Private agencies too, such as parent-teacher associations, branches of the American Association of University Women, American Legion auxiliaries, colleges and universities, fed-

erations of women's clubs, social and health agencies, Red Cross chapters, churches, service clubs, and junior leagues, are of great assistance. Some of these organizations have been pioneers in parent education work.

Although parent education classes, as in most forms of general adult education, meet chiefly as study groups, these come together not only to discuss such important matters as child development and family relationships, to hear talks by specialists on many practical subjects such as emotional adjustments, but also to participate in and observe the work of the nursery schools, to visit clinics, juvenile courts, and playgrounds; to have individual conferences with specialists such as doctor, dentist, or psychologist; to be referred for special help needed to the proper community agency; to plan, with guidance, exhibits of food, clothing, books, and toys; to learn about special kinds of services that may be provided by cooperating organizations. The radio and the press also play their part. These are methods that are used whereby parents gain insight and understanding into their own and their children's problems, may grow and learn.

The direction of the groups is through a local leader working in close touch with the public school and relief authorities, and supervised and guided in a majority of the States by a State supervisor of emergency parent education. It is desirable too that there be a State advisory committee to aid the specialist and assist in interrelating the work of the emergency program and that of other groups which have previously functioned in the field and whose activities are continuing. Each should be of benefit to the other. Short training courses for local leaders have been held in many States, and the leadership training program is an important phase of the work. In addition to a consultation and clearing house service, and aid through materials used in the classes, the Emergency Parent Education Office at national headquarters is able to offer the States some assistance, upon request, in connection with the leadership training institutes and also a limited amount of field service, also for planning upon request.

[Continued on page 119]

# Industrial Arts Conference

AS A RESULT of the growing recognition of the contribution that the industrial arts can make toward the realization of generally accepted objectives of education, the United States Office of Education called a conference on the industrial arts, which was held in Washington November 19, 20, and 21. The conference had as its purpose the interpretation of the industrial arts in an educational program confronted with changes in social and industrial conditions affecting educational philosophy and practices, in principles of education, and in policies controlling the organization of instruction. Changes in industrial conditions are increasing the age at which young people are accepted into employment; changes in educational philosophy are, through the enactment of compulsory school attendance laws, retaining pupils in school for a longer period of time; and changes in educational practices based upon psychological principles are emphasizing the importance of pupil activity and of opportunities for self-expression.

Growing out of these changing conditions affecting education are a number of problems, for the solution of which, educators are turning more and more to the practical and industrial arts for an important contribution. The conference addressed itself to the task of formulating statements of values that the industrial arts may be expected to yield for the education of the child, and of programs through which these values may be attained. Throughout the discussions the need for providing opportunities for self-expression in various kinds of material media, in accordance with the aptitudes, interests, and achievement abilities of pupils was constantly kept in mind.

The 3-day session of the conference was opened by Miss Bess Goodykoontz, Assistant Commissioner of Education, who explained the purpose of the conference and the plan for issuing the conference report as a publication of the Office of Education. Later during the conference Commissioner J. W. Studebaker developed with the group some important principles that should govern the organization of an instructional program in the industrial arts.

## ★ EDUCATORS meet To Discuss Organization of Instructional Program in Industrial Arts; M. M. Proffitt, Conference Leader, Reports on Meeting

Each person at the time he received an invitation to become a member of the conference group, also received a tentative list of topics to be considered by the conference and was asked to prepare in advance of the meeting a brief report on each topic and any other topic, coming within the general field set for the conference work, that he thought should be included. These preliminary reports were compiled by topics and a copy was placed in the hands of each member at the opening of the conference. With these preliminary reports on topics as a basis for discussion, the conference adopted a set of objectives for industrial arts work that

would serve as basic assumptions for the discussion of the problems to be considered by the conference and for the formulation of outlines of school programs in this phase of education.

The problems which were included for study by the conference were assigned to small committees appointed with regard to the interests and experiences of the individual members. Each committee, in accordance with an arranged schedule, met and worked on its special assignment and prepared a written brief on it. These committee briefs were reported to the conference group on the last day of the meeting and were unified into a single brief.



Underwood and Underwood.

At the Industrial Arts Conference. Left to right: Miss A. Adele Rudolph, Philadelphia, Pa., M. M. Proffitt, Federal Office of Education specialist in guidance and industrial education, United States Commissioner of Education, J. W. Studebaker, and Assistant United States Commissioner of Education, Miss Bess Goodykoontz.

This brief was adopted by the conference and will be developed into the final report through further work of the members reported by correspondence clearing through the Office of Education. The last step in the preparation of the report for submission to the Office of Education for publication will be the reading and approving of the complete report by each conference member.

The brief as adopted by the conference makes provision for chapters on: Origins and functions of industrial arts, industrial arts in elementary schools, industrial arts in the secondary schools, industrial arts in higher institutions, certain other relationships, and problems of procedure.

The personnel of the conference was selected from outstanding persons in the industrial arts field throughout the United States. It included directors and supervisors of industrial arts in large city school systems, supervisors of industrial arts in State departments of education, and professors of industrial arts education in teacher

training institutions. The following persons composed the conference group:

Mr. Elmer W. Christy, director of industrial arts in the public schools of Cincinnati, Ohio.  
Mr. Charles F. Bauder, director of the division of industrial arts, public schools, Philadelphia, Pa.  
Dr. Homer J. Smith, professor of industrial education, University of Minnesota, Minneapolis, Minn.  
Dr. William E. Warner, professor of industrial arts, Ohio State University, Columbus, Ohio.  
Mr. Earl Bedell, assistant director of vocational education, public schools, Detroit, Mich.  
Dr. Leon Winslow, director of art, public schools, Baltimore, Md.  
Mr. Roy Fales, State supervisor of industrial arts, State department of education, Albany, N. Y.  
Miss A. Adele Rudolph, supervisor of elementary industrial arts, public schools, Philadelphia, Pa.  
Dr. Lois C. Mossman, professor of elementary education, Teachers College, Columbia University, New York City.  
Dr. Heber A. Sotzin, head of the industrial arts department, State Teachers College, San Jose, Calif.  
Mr. G. A. McGarvey, regional agent for industrial education, United States Office of Education, Washington, D. C.  
Mr. Maris M. Proffitt, educational consultant and specialist in guidance and industrial education, United States Office of Education, Washington, D. C.

White Russian Archives designed to preserve historic documents relating to the pre-Soviet era of Russia. Following the overthrow of the Provincial Russian Government of Kerensky 17 years ago, more than a million Russians of the aristocratic classes left their native land, taking with them official documents, diaries, and letters of great historical value. This material, now in the possession of exiles throughout the world, is in danger of being lost to posterity. A committee of prominent exiled Russians, headed by the Grand Duchess Marie, will direct a world-wide search for material to be deposited for future historical research.

*Mills College, Calif.*—During the 1934 summer session of Modern Dance at Mills, 60 students including amateurs, professional dancers, and teachers of the dance were in the classes of Hanya Holm who is director of the Wigman School of the Dance in New York City. Miss Holm will again head the 1935 summer session of modern dance which is a part of a summer foundation chiefly in the fine arts which includes a summer session of music with courses in percussion especially related to the musical instruments of modern dance technie.

*Ohio State University.*—Girls are enrolled in all of the university's 10 colleges, but no new women students have applied for admission this quarter to law or dentistry; the new freshman class includes 2 girls in applied optics, 2 in engineering, 2 in veterinary medicine, 9 in pharmacy, and 1 in medicine. Of all new freshmen, 2 are 15 years of age, 22 are 16 years old, and 97 are over 25 years. Several hundred Ohio farmers will take a few days' "vacation" this winter to attend short courses in agriculture. More than 80 county clubs, each with a faculty adviser, have been organized to improve campus social life and student-faculty relations. The Swan Club, with a score of women swimmers, and the Dolphins Club, made up of members of the varsity swimming squad, recently gave a water carnival at the natatorium.

*Pennsylvania State College.*—Since 1924, when only 93 of the entering freshmen were women, the number has nearly tripled, with 252 women admitted this fall; over half were graduated in the first fifth of their high-school classes. They are enrolled in every school of the college—liberal arts 149, education 74, agriculture 5, chemistry and physics 16, engineering 2, physical education 1, and mineral industries 1. Lack of adequate housing for women students has prevented the college from accepting all of the qualified women who apply.

WALTER J. GREENLEAF

## The Colleges

*PUBLIC AFFAIRS.*—A new trend in higher education is marked by the addition of ways and means of studying current events and social economics apart from classroom lectures. Several New York colleges are investigating the causes of crime, and political events, broadcasting, and international relations. The newspaper plays a larger part than formerly in the life of college students, and greater numbers are buying their own papers. Colleges are attempting to train their students to take an active rather than passive part in the running of the Government. The new National Institution of Public Affairs is sponsoring scholarships for several score of students of politics and government. Colleges throughout the Nation will offer these scholarships, involving 2 months of study, conferences, and observation of government at first hand in Washington, next spring.

*Medical-aptitude tests.*—The Association of American Medical Colleges gave the medical-aptitude tests on December 7 to all liberal-arts colleges offering pre-medical work. All students who will be candidates for admission to any medical college in 1935 were expected to take the examination. Last year these tests were taken by 9,927 students in 623 colleges and were used by 90 percent of the approved medical colleges in the United States as one factor in the selection of their students.

*Antioch College, Ohio.*—Although there is no symphony orchestra at Yellow Springs, Ohio, a village of 1,300 people, symphonic concerts are frequent there; and musical taste is constantly spreading and improving due to a collection in the library of more than 125 albums of the best recorded music, which circulate among the 612 students just as books do. Student taste appears to be evenly divided between the great classics and the moderns; popular choice for a single concert might include Brahms' first symphony, Rimsky-Korsakoff's symphonic suite Scheherazade, Strauss waltzes, Schubert's seventh symphony, and selections from Beethoven, Chopin, Victor Herbert, Tschaikowsky, and Wagner. A fund given by the class of 1928 made the purchase of these records possible. Incident to the growth of this collection the library has had to add to its store of books on musical appreciation and history.

*Cornell College, Iowa.*—Unique in the field of physical education, the "wrestling clinic" held December 15 under the direction of Coach Richard Barker was designed for high schools, administrators, and students interested in this branch of athletics. Information and demonstrations on the fine points of this increasingly popular sport were offered.

*Dartmouth College, N. H.*—The Baker Memorial Library has established a

# The Vocational Summary



ADDRESSES and discussions at the ninth annual convention of the American Vocational Association in Pittsburgh, December 5 to 8, covered services being rendered by vocational education in dealing with many economic and social problems of urgent interest today.

Precedence was given to consideration of the part which vocational education must play in helping the unadjusted youth become occupationally adjusted and in relieving unemployment. Other subjects around which discussion in convention meetings centered included: The problem of apprentice training as emphasized by the present emergency; the needs of out-of-school farm youth; rural social trends; vocational teacher training; new adjustments in commercial education; consumer education; cooperation between the school and the home; cooperation between industry and the school; vocational guidance; and vocational rehabilitation.

## Apprentice training

The Nation-wide program of apprentice training now being set up under the Federal Committee on Apprentice Training is rapidly taking tangible form, W. F. Patterson, executive secretary of the committee explained to convention delegates. The interest in this Nation-wide plan, he said, is due to a recognition of the need for genuine programs for training youth in industry and the widespread concern shown by employers, organized labor, parents, and educators in the welfare of the out-of-school youth in the United States. Twenty-six States have already set up State committees on apprentice training.

Mr. Patterson cited the following advantages of the national plan: (1) The diploma issued to those completing training will be recognized as a guarantee of proficiency and competency by employers in all States; (2) the apprentice may transfer credit from one State to another in case he changes residence; (3) the burden of training in any industry is distributed over the entire industry instead of falling upon the employers in one or two States; (4) the Federal committee serves as a clearing house for information on apprentice training in all States and in all industries. Consequently the Fed-



Dr. George P. Hambrecht  
Newly Elected President, A.V.A.

eral Government is in position to guide, counsel, and assist each State in developing a program which will adequately meet the needs of the youth in that State. The Federal plan provides for a new form of apprenticeship which will effectively prevent abuses that have occurred in the past.

The plan is new, Mr. Patterson declared, in that it attaches social significance to the early working experiences of young men

## The A. V. A.

THE American Vocational Association was formed by the amalgamation in 1926 of the National Society for Vocational Education and the Vocational Education Association of the Middle West. Its membership — approximately 9,000 — is composed of teachers, supervisors, directors, and executive officers of vocational education and other persons interested in vocational education. Its principal objective is to "assume and maintain active national leadership in the promotion of vocational education."

and women in employment. A heavy responsibility is laid upon State directors and supervisors of vocational education and vocational teachers, he explained, in the operation of the plan. Employers and labor unions must do their part, also, in assisting educational authorities to coordinate theoretical and practical training.

That industry is favorable toward apprentice training is evidenced by the fact that many industries which have curtailed their training activities in the last few years are now rebuilding them. Scott W. Rudy, superintendent of the educational department, Westinghouse Air Brake Co., who is responsible for this statement, declares that industry is finding it necessary to give the worker a variety of training. This permits shifting him from one department to another without much handicap or expense, and makes it easier for him to get a job elsewhere if his specialized operation is discontinued. Apprentices must be studied, he said, with respect to their qualifications, the requirements of the job, and the kind of training needed.

## Unemployment

The relation of vocational education to those who are unemployed was a frequent topic before the convention. Dr. James N. Rule, superintendent of public instruction for Pennsylvania, listed three things as necessary in aiding the unemployed: (1) Local vocational training commissions to coordinate the employment possibilities of the communities with the unemployed group and the vocational training department of the school; (2) active leadership by the vocational divisions of every school district; (3) a method of State assistance that will guarantee every community the means of providing for its jobless a retraining program. Dr. Rule cited the plan of employment rehabilitation followed by the Department of Industrial Education, under the leadership of Superintendent of Schools A. M. Weaver, and the Director of Vocational Education George H. Parkes, in Williamsport, Pa., whereby the unemployed individual is: (1) Analyzed to discover his needs; (2) trained to remove his failure characteristics and fit him for useful employment; (3) placed in a suit-

## WHAT is New in Vocational Education? A. V. A. Convention Focuses Attention on the Services Rendered by Vocational Schools and Educators—Charles M. Arthur

able job; (4) followed up on the job to keep him on the pay roll; and (4) his improvement education continued.

Examples of the "self-help" plan were presented by Wesley M. Rossier, coordinator of cooperative apprentice training in Pittsburgh. Mr. Rossier described the self-help program as "a modern form of apprentice training which enables a student who has fulfilled certain prerequisites to become self-supporting while finishing training in his chosen trade. The program works on an alternating system whereby the student works 2 weeks on a job related to his trade, in which he is placed by the school, and spends 2 weeks in the classroom, thus enabling him to be employed 26 weeks of the year at apprentice wages. In this way students can be largely or wholly self-supporting while pursuing a 2-year trade course. And when they complete the course they are placed in full-time jobs, at entering wages ranging from 42 to 60 cents an hour."

### Out-of-school farm youth

More than 2,500,000 farm youth, 16 to 24 years of age, were unemployed or inadequately employed, according to the census of 1930. Only a small proportion of these youth were being reached by existing educational agencies. Those included within the out-of-school rural-youth group are young adults, not older children. They are reached more effectively through informal educational activities, T. B. Manny, agricultural economist, United States Department of Agriculture, believes. Informal discussion groups, and various collective activities have a greater appeal for these young adults than classroom discussion. Mr. Manny suggests that to serve the interests of this group county adult advisory councils be organized consisting of one or more representatives of the public schools, churches, extension forces, and one or two successful farmers, business men, and homemakers in whom the younger folk have confidence.

Before an adequate program of education can be formulated for out-of-school farm youth, according to J. A. Starrak, department of vocational education, Iowa



Dr. Ray Fife  
Retiring President, A. V. A.

State College, it is necessary to have certain facts concerning them. He lists these as follows: (1) Their educational, economic, vocational, and social status; (2) why they are not in school; (3) their desire for additional education, their vocational interests and ambitions, and their leisure time and social interests and activities; (4) the institutions and facilities available to these young people and the extent to which these institutions are meeting their educational, social, and vocational needs; (5) information which will make it possible to suggest needed changes in community educational institutions, including the schools, the churches, community clubs, and farm organizations. Under the auspices of the Iowa State Planning Board, Mr. Starrak explained, information of the character indicated has already been secured in 15 different Iowa communities. Vocational agriculture teachers are now making similar surveys in other communities.

Future studies of out-of-school farm youth, J. H. Pearson, specialist in part-time education in agriculture, Federal Office of Education, believes, must include those from 21 to 25 years as well as

those from 14 to 20 years of age. In addition, Mr. Pearson feels, such studies should include not only school "drop-outs", but rather all out-of-school youth and young men, regardless of previous schooling. He suggests: (1) A preliminary study, to be used for promotional purposes and to include the number, location, and interests of the out-of-school group, and the probability of their enrolling for instruction fitting their needs; and (2) a detailed study to be used in formulating a definite program which would include the personal and family history, educational and social experience, financial resources, and farming opportunities of out-of-school individuals. Information on placement opportunities for these youth is also essential, Mr. Pearson declares. He suggests 11 other fields of research on the out-of-school farm youth problem also.

### School-home cooperation

"Parents are eager to follow through on the modern program of vocational education", so far as they understand it, Mrs. J. K. Pettengill, first vice president of the National Congress of Parents and Teachers, believes. Frequently, however, understanding is too limited to permit a whole-hearted acceptance, she pointed out. Only a small percentage of parents are in close touch with present-day educational procedures, except as they make contact through their children. And that is a most inconclusive process, Mrs. Pettengill believes, because it is made up largely of report cards and health examination blanks, with a scattering of behavior-problem situations faced in the principal's office. "Small wonder then," she said, "that the parent is reluctant to approve what he supposes to be the entire abandonment of the only system of education he knew as a child. He fears that the development of vocational education means the termination of cultural education. The responsibility for correcting this impression lies directly with those who are planning the curriculum. To secure and hold the support of parents, we need only restate and reemphasize the program of vocational education in terms of present outcomes in the life of the child."

Following up the suggestion that the schools acquaint parents with the vocational education program, Miss Adelaide S. Baylor, chief, home economics education, Federal Office of Education, in a paper read at the convention, pointed out the plan followed by school superintendents and some communities of sending



STUDENTS of the Pittsburgh Vocational Schools planned, constructed, and set up the exhibits pictured in the accompanying photographs for display at the A. V. A. convention. The art work in connection with the exhibits was done by students in the vocational art departments. Only a few of the twenty exhibits, displayed in the Adonis room of the William Penn Hotel, are reproduced on this page. The school departments represented in these exhibits are as follows: 1. Foundry and patternmaking; 2. Carpentry, cabinet making, electrical, and painting and decorating; 3. Sheet metal; 4. Carpentry, foundry, and electrical; 5. Home economics; 6. Auto mechanics; 7. Trade dressmaking, millinery, and novelty; 8. Electrical appliances.



out to parents from time to time mimeographed reports of the school program. Such reports explain in detail the work the school is trying to do. Parents are requested to ask questions concerning problems connected with the work of their children in the school, not answered in the reports.

### School-industry cooperation

Twelve industrial executives in different parts of Pennsylvania, interviewed by Harvey A. Vanderslice, superintendent of schools, Allequippa, Pa., were unanimous in their agreement on the necessity for cooperation between industry and the schools. These interviews, he said, convinced him that much of the cooperation between industry and the schools must be in the form of evening schools or in-service training. New types of training will be necessary. Vocational programs of the future will include more courses in the sciences, he said. As an illustration of the trend in that direction, he cited a recent request from an employee of a steel concern for an evening class in electronics. "According to an engineer in the steel concern," Mr. Vanderslice said, "the electric eye will probably revolutionize electric appliances in the steel industry during the next 10 years. These appliances will have to be installed, maintained, and repaired. No one in the plant represented by the engineer knows how to do this. Our class in electronics is now a reality and is preparing men for future opportunities in this field. I was surprised at the statement of one executive that 'industry is greatly concerned with what boys are doing in the preemployment period.' Future workers, this executive believes, should have courses in civic, social, economic, and political problems. They should know also the problems confronting both employees and employers today."

Future workers, according to George F. Bush, personnel director, Mid-Continent Petroleum Corporation, and member of the Tulsa, Oklahoma, Board of Public Education, should be taught how to analyze themselves and to choose vocations in which they are reasonably certain of success and contentment. He advocates further that in addition to an adequate educational preparation, workers should know the value of personality and character, good health, and social understanding. They should be inoculated, also with a desire to continue their study in order to keep abreast of improvements in their

occupations, and the school cooperating with industry should provide the opportunity for such continued study.

### Vocational guidance

"Taking the country at large, vocational guidance is largely on paper rather than in practice," William T. Root, head of the department of psychology, University of Pittsburgh, told a group interested in the guidance field. "Careful vocational guidance," Mr. Root said, "would require repeated interview of the student, adjusting the parents as well as the child to the necessary changes in his vocational plans, and a readjustment and a reclassification of the pupil during his high-school career in terms of his actual accomplishment and designated special abilities. This means more than 5 or 10 minutes of time on the part of the vocational guidance once in 2 years. It means at a minimum many hours of careful study and consultation with the student and the parents."

Three things are necessary from the standpoint of the psychologist, Mr. Root believes, in vocational guidance of the adolescent: A consideration of the intelligence of the individual and the actual vocational area in which he can profitably function without too much competition from those more capable in the field; a consideration of the relative number of people already employed in a particular field; and the giving of an adequate amount of time by the adviser to the adjustment of each individual.

### Rural social trends

Sketching some of the changes in rural trends during the period 1920-34, Edmund de S. Brunner, professor of education, Columbia University, declared that "of all types of social agencies the schools showed the greatest progress, at least as measured by the traditional yardsticks of the educator." Dr. Brunner made special reference to studies of rural trends made in Ohio. In at least two instances, he stated, when the community hesitated in the matter of school construction, farmers and business men combined and erected a building which was leased to the school board. In other cases, the pressure of farmers, the competition of neighboring communities, or the urging of a State board of education resulted in the expenditure. Other facts uncovered by the Ohio studies as noted by Dr. Brunner were: (1) Better qualified teachers and improved curricula resulted in better attendance on part of pupils; (2) more grammar school students

tended to enter high schools, more high school students finished their courses, and more high school graduates continued their education; (3) a tendency in more recent years to augment vocational courses—agricultural, domestic science, and commercial—to be given along with courses in history and social science—particularly economics, sociology and civics.

### Commercial education

John E. Harkless, personnel director of the G. C. Murphy Co., McKeesport, Pa., traced the method followed by chain stores in training employees for retail selling positions. "There is need of greater cooperation," he said, "between vocational schools and retail trade in general. Arrangements should be made whereby the students in distributive occupations may be allowed to supplement their classroom instruction with part-time work in different types of retail businesses. This will help the individual in finding his place in industry and industries in finding properly equipped employees."

"In order to get the most efficient service from his employees, the employer must plan a course of specialized training that will fit them into those peculiar functions which differ in each line of business activity." This thought was advanced by C. H. Lehmann, manager, McCann & Co., Pittsburgh. Mr. Lehmann emphasized the necessity for supplementary instruction for retail-store employees in English, salesmanship, suggestive selling, and other subjects related to the retail business.

### Vocational rehabilitation

The value of a survey in setting up a program of vocational rehabilitation was outlined by P. D. Seybold, director of rehabilitation for Pittsburgh, who presented the results of a study now under way in Allegheny County, Pa. An attempt is being made in this survey to discover the agencies—general and specific—serving the handicapped; specific information on handicapped persons in the county; industrial firms and their attitude toward the employment of handicapped persons; and training which might be used in training handicapped persons and fitting them for employment.

Of an employment roll of 194,794 in 1,940 industrial establishments contacted in the survey, 1,627 or eight-tenths of 1 percent, were physically handicapped. The study is of particular value, Mr.

[Continued on page 117]

# SCHOOL LIFE



VOL. XX

NO. 5

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
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JANUARY 1935

## WASHINGTON ACCLAIMS TOWN HALL

The Town Hall public forum announced in our last issue has all Washington by the ears.

Two hundred and fifty people were turned away at the opening meeting addressed by President Glenn Frank of the University of Wisconsin. Commissioner J. W. Studebaker presided.

Denied permission to continue using the auditorium of the United States Chamber of Commerce, the Town Hall moved for its next meeting to the Shoreham Hotel. This session was addressed by Harold G. Moulton, president of Brookings Institution, who spoke on the Ethics of Capitalism.

On Sunday evening December 16 more than 2,000 Washingtonians including Secretaries Wallace and Roper and Attorney General Cummings filled the Shoreham ballroom to hear Norman Thomas speak on the subject Is Socialism the Answer? and stand in the crossfire of discussion of a distinguished panel.

More than half the time of each session of the Town Hall of Washington is given over to an exchange of views by the speaker, the panel numbering 6 to 10 individuals and members of the audience.

At the Atlantic City meeting of the Department of Superintendence, Commissioner Studebaker plans to apply the forum panel method to the discussion of the Thirteenth Yearbook which will be on Social Change and Education. Commissioner Studebaker is chairman of the Yearbook committee. Those who helped compile the volume will be members of the panel.

University professors of political science and law, of history and philosophy, are among those qualified to propose candidates for the prize.

"The grounds upon which any proposal is made must be stated and handed in along with such papers and documents as therein be referred to.

"Every written work to qualify for a prize must have appeared in print."

For particulars, qualified persons should apply to the office of the Nobel Committee of the Norwegian Parliament, Drammensvei 19, Oslo, Norway.

The birthday anniversary of Susan B. Anthony, advocate of free speech, woman suffrage, and woman's equality with man, will be observed on February 15. Information about the anniversary may be secured from the Susan B. Anthony Foundation, Washington, D. C.



★ OUR cover design for this issue is a prize drawing. It was selected from 21 designs created for SCHOOL LIFE by members of the senior design class of the Massachusetts School of Art in Boston.

Last summer the Office of Education invited the Massachusetts School of Art to launch a project for a cover design on the theme of the Boston Latin School, whose three-hundredth anniversary has prompted the celebration of the tercentenary of secondary education of the United States. The drawings submitted were judged by a committee composed of H. P. Cammerer, Secretary of the Fine Arts Commission; F. A. Whiting, Jr., editor of the American Federation of Arts; G. A. McGarvey, of the Vocational Education Division; and William Dow Boutwell, editor of the Office of Education.

The jury gave first place to the design submitted by Miss Rose Mary Bryan. Its reproduction appears as our cover illustration of this issue. The Boston Latin School stands only two blocks from the Massachusetts School of Art.

Above are the three drawings receiving honorable mention: 1. James L. Green; 2. Viola Crouch; 3. Phyllis Wild.

This competition was carried on at the Massachusetts School of Art under the direction of Mr. Charles Edward Newell, principal, and Frank L. Allen, head of the design department. For several years the vocational education division of the State department of education has conducted at the school and throughout the State programs of vocational art education in industry and business.

# Radio Off the Air

**I**S EDUCATION—in the widest sense of the term—receiving adequate consideration in our broadcasting system?

This was the question at issue during the recent extensive hearings before the broadcast division of the Federal Communications Commission.

Numerous witnesses testified. They agreed that the opportunity to contribute to general culture is radio's greatest potential service. They agreed, moreover, that radio is not performing its maximum public service and cannot until many problems are solved.

Not objectives, but the kind of system to reach the objectives, were the main source of disagreement.

Opponents of the present system emphasized that the educational-cultural service of our commercially operated broadcasting system was being neglected due to the profit motive. Defenders of the present system maintained that they were giving much time and consideration to education on the air and that they were willing and anxious to cooperate with any agencies that could assist them in performing a better public service.

The following are excerpts from a few of the statements:

Mr. Aylesworth has stated that the entire structure of broadcasting is based upon our ability to attract and retain the attention of the public. PAUL F. PETER, chief statistician, National Broadcasting Co. (hearings, p. 12301).

We soon realized that so-called commercialism was the logical legitimate and only means by which the public could be given the wealth of entertainment made possible by radio progress. LAMBDIN KAY, manager, radio station WSB (hearings, p. 10927).

I am advised that for the 12 months ending last June the national radio advertising bill exceeded \$65,000,000. CLYDE M. HADLEY, Federal Trade Commission (hearings, p. 351).

Through the intelligent and appreciative cooperation of commercial sponsors, we have also been able to present many programs of educational character to the audience. DON GILMAN, vice president, National Broadcasting Co. (hearings, p. 12556).

The present radio system has developed unusually skillful technique in making the microphone an effective instrument of public service. WILLIAM S. PALEY, president, Columbia Broadcasting System (hearings, p. 11161).

## \* THUMBNAIL OPINIONS *From the Recent Hearings on Radio's Responsibility to Education—in its Broadest Sense; Compiled by Dr. Cline M. Koon*

A broadcasting service must be so balanced that in its schedule it offers programs directed to the majority interests, and to those of the worthy minorities alike in intelligent proportions.—WILLIAM S. PALEY, president, Columbia Broadcasting System (hearings, p. 11144).

The program structure of a successful station is one which may be said to resemble the revolving light on a landing field, casting its beam around a circumference ever so often. Throughout a day's run of broadcasting, a station should evolve a variety of programs, all of them brief, each different from its predecessor, so that every so often its beam quickens the interest and enjoyment of every mind in that heterogeneous mass embraced by its circumference.—CREDO F. HARRIS, manager, radio station WHAS (hearings, p. 10847).

Our program department, in all its many branches from coast to coast, is constantly striving to cater to the satisfaction of the mass audience, at the same time being very careful not to overlook the many smaller groups with tastes quite different from the mass, but who have advanced cultural ideals.—PAUL F. PETER, chief statistician, National Broadcasting Co. (hearings, p. 12304).

The general objective has been to deflect through the microphone the normal educational, social welfare, and other such related activities of the State.—DON GILMAN, vice president, National Broadcasting Co. (hearings, p. 12561).

It is obvious that persons or organizations whose radio activities are incidental to the major objective of their organization are not qualified by experience to prepare and present a series of programs which would maintain a high degree of listener interest. In these cases the personnel of the station cooperates in an endeavor to make the broadcast worth while.—HENRY A. BELLOWS, National Association of Broadcasters (hearings, p. 681).

Education may get away with dullness if it is dealing with prisoners in a classroom. It cannot when men are free to turn from dull quality to interesting frivolity by a simple twist of the dial.—GLENN FRANK, president of the University of Wisconsin (hearings, p. 12706).

It behooves education and religion and all other classes interested to build good programs if they want a hearing.—LAMBDIN KAY, manager, radio station WSB (hearings, p. 10941).

The Columbia weighs carefully, to the best of its ability, the importance, timeliness, necessity, and interest to the public of the program under consideration, the acknowledged standing and authority of the group or individual under whose auspices it will be presented,

the content and method of presentation, and the technical qualifications of those taking part in its presentation; the available time not already committed to other groups and the requests already on hand but not yet scheduled.—FREDERIC A. WILLIS, administrative assistant to the president, Columbia Broadcasting System (hearings, pp. 11229 and 11230).

The President of the United States spoke on our system 25 times, for a total of 11 hours and 5 minutes. The nine members of the President's Cabinet appeared before our microphones for a total of 95 broadcasts, consuming exactly 40 hours' time. (Sept. 1, 1933, to Sept. 1, 1934.)—FRANK RUSSELL, vice president of the National Broadcasting Co. (hearings, p. 12944).

We believe in real freedom, and we want our opponents to have the same freedom of expression by means of the radio or of the press that we ask for ourselves. We affirm that the radio would be sinning against the light if it should permit itself to be controlled for partisan or sinister purposes; if it should deny itself to the people on any social or economic issue, whatever it might be on which there were need that they should be informed. HAROLD L. ICKES, Secretary, United States Department of the Interior (hearings, pp. 13394-406).

It must be said in favor of the broadcasters that they are experimenting to the nth degree to give the public what they want. E. H. HARRIS, publisher, the Richmond Palladium, Richmond, Va. (hearings, pp. 13323-55).

Since 1922 between four and five billion dollars have been spent by the public on radio equipment for the home. PAUL KLUHN, president, Radio Manufacturers' Association (hearings, p. 12729).

The control and support of broadcasting should be such that the best obtainable of culture, of entertainment, of information of statecraft, shall have place on the air available to all the people. Official pronouncement of the National Committee on Education by Radio (hearings, p. 31).

I recognize the great values that radio has brought to American education, but I am also convinced that there are potential values that can never be secured without some modification in the present method of administration and control. FLOYD W. REEVES, personnel director, Tennessee Valley Authority (hearings, p. 12683).

The charges that can be substantiated are these: The claims of minorities have been disregarded, the best hours have been given to advertising programs, the hours assigned to education have been shifted without notice, censorship has been imposed, experimentation has been almost nonexistent, and the

[Continued on page 111]

# Twenty-five Public Forum Leaders Nar

## School Board Elects Group to Head Discussions



★ TWENTY-FIVE leaders, many of them internationally known, from the United States, Europe, and Asia, will appear on the Des Moines public forum schedule beginning September 17.

Announcement of this was made Friday by J. W. Studebaker, superintendent of schools, after the school board had elected the 25 leaders in special session.

Neighborhood, central, and city-wide forums will be held in 26 locations throughout the city. The list includes senior high, junior high, and grade school buildings, also the city library, Younkers Tea Room, Hotel Savery, and Roadside Settlement.

### Luncheon meetings

All forum sessions will begin at 7:45 p. m. with the exception of the noonday luncheon meetings.

The superintendent mentioned also that the practice of taking 15 or 20 minutes at neighborhood and central forum meetings to discuss "spot news" will be continued on a larger scale than ever. He explained that this feature is in addition to the regular lecture and discussion.

### Details

Details of the three classes of forum meetings were given by Studebaker as follows:

1. Neighborhood forums will be in 20 locations and will continue for a period of 36 weeks. There will be a meeting in each neighborhood forum center every 2 weeks.

2. Central forums will be each week for 26 weeks. Locations will be 4 senior high schools, 5 junior high schools, city library, and Younkers Tea Room. Each central forum leader will be here from 3 to 6 weeks.

3. City-wide forums will be each Monday evening from November 2 to March 4. Meetings will be rotated among the four senior high schools, and a special speaker will be brought here for each meeting. No other evening forums will be scheduled on those Monday evenings to compete with the city-wide forums.

The plan of having a panel of citizens and resident forum leaders on the stage will be continued. They will engage the

city-wide forum leader in discussion following presentation of his subject.

Studebaker reiterated that the sole aim of the public forums is to stimulate intelligent, democratic, and full discussion of all important aspects of problems common today.

There are no fees, no assigned textbooks to be read, no tests or examinations, and that any citizen may attend any or all forum meetings.

"But this most recent innovation in community-wide adult education, this people's university devoted to the study of social management, the public forum, has made of the entire city an arena of intellectual stimulation in which conflicting interests and points of view, misunderstandings, and the intolerances of political,

WHAT Des Moines citizens can look forward to this winter. How would you like to see an announcement like this from the September 7 Des Moines Tribune in your local newspaper?

social, religious, and racial prejudices may, through careful examination and interpretation of facts, through discussion and debate, be welded into that kind of compromise and understanding without which progress in an interdependent society is impossible.

"During the last year and a half, that is during 56 weeks of the last 2 school years, 118,000 people have attended the 924 forum meetings held in Des Moines. These people naturally possess all shades of opinion.

"They represent many religions, political parties, races, occupations, and categories of social and economic status. Yet they met peacefully, with critical and open minds and with desires to be mutually helpful, thus demonstrating not only that they have attained a high level of civility in social interrelationships, but also that they have a capacity and a desire for continued educational growth.

### "Achieved freedom

"These are evidences that Des Moines has really achieved freedom of speech. Our citizens are not afraid of ideas; they

see the value of exploring new proposals and the dangers of blind acceptance or rejection; they believe in and know how to practice democracy."

### Speakers

Resident forum leaders who will be here for periods varying from 3 to 36 weeks each will be:

Carroll H. Wooddy, Chicago, Ill., author and educator.

William McAndrew, Setauket, N. Y., educator.

Paul Scharrenberg, San Francisco, Calif., labor official.

Louis Anspacher, New York, N. Y., dramatist and author.

Peter H. Odegard, Columbus, Ohio, professor of political science.

Hubert Phillips, Fresno, Calif., professor of social science.

Alden G. Alley, Newark, N. J., professor of history.

Hubert Herring, New York, N. Y., diplomat.

Walter Kotschnig, Austria, editor.

Leon Whipple, New York, N. Y., journalist and teacher.

Pierre de Lanux, Paris, France, director, League of Nations.

Chih Meng, New York, N. Y., associate director of China Institute in America.

Frank O. Darvall, London, England, lecturer in history.

City-wide forum leaders who each will appear here only one evening during the forum year will be:

Fred Henderson, London, England, British Socialist and economist.

Lawrence Dennis, New York City, author and lecturer.

Bruno Roselli, New York City, Italian author and exponent of fascism.

Albert E. Wiggin, New York City, popular author of science subjects.

Lewis Browne, New York City, author.

F. S. Diebler, Chicago, Ill., economics professor.

Mordecai Johnson, Washington, D. C., university president.

W. F. Ogburn, Chicago, Ill., sociology professor.

Anna Louise Strong, Moscow, Russia, editor.

Louis Murphy, Dubuque, Iowa, United States Senator.

L. J. Dickinson, Algona, Iowa, United States Senator.

## Bureaucracy, Good or Bad?

### An Outline for Public Forum Discussion

*(Editor's note: Dr. Carroll H. Woody, Des Moines public forum leader, outlines in the following paragraphs how complex subjects are broken down to permit citizens to study and better understand the subject. The outline below is the first of Mr. Woody's four public forum topics concerning critics and criticisms of the New Deal.*

*The outline of lecture no. 1, Current Fears of Federal Bureaucracy, follows:*

#### A. Summary of Points Made

1. *Definition of the issue.*—Bureaucracy is not essentially a "form of government", since general laws passed by the legislature must be applied to individuals by the administrative branch. Administrative agencies or "bureaus" inevitably have to exercise a certain amount of discretion. Thus under normal circumstances the individual citizen finds himself from time to time subject to the rule of bureaucrats and bureaucracy. If such administrative officials act in a manner which is capricious, arbitrary, and undemocratic the citizen does not have any very adequate remedies.

2. *Why is the issue important now?*—Spokesmen for the Republican Party and other opponents of the New Deal point to the greatly increased powers of the President and the expansion of the number of Federal employees as indicating that "bureaucratic oppression" is menacing our constitutional liberties. This charge has been formulated in the public utterances of such Republican leaders as Senator Borah, Chairman Fletcher, and former President Hoover.

#### 3. ARGUMENTS PRO AND CON

##### Bureaucracy Is a Present Peril

(1) More power has been conferred upon the administration than it ever before possessed, e. g., (a) to fix the value of money, (b) to levy taxes, (c) to control agricultural production, (d) to regulate business and labor relations, (e) to alter tariffs, (f) to set up corporations and engage in business.

(2) Congress has become little more than a "rubber stamp." In effect we now have an executive autoocracy in which orders issued by officials have the force of laws passed by Congress.

##### Bureaucracy Is Not a Present Peril

(1) The granting of new powers to the administration was absolutely necessary if the depression were to be conquered.

(2) Increasing the amount of discretion allowed to the administration strengthens rather than weakens Congress, by giving it time to discuss broad issues of policy. Congress did not "abdicate", but spent many months in carefully formulating the New Deal program.

(3) The citizen has no remedy against arbitrary and capricious decisions of the new "bureaucrats." Officials of such agencies as the N. R. A. and A. A. A. can and have changed their minds frequently about the rules that citizens must obey. Under such conditions how can we answer the question: "What, then, is the law?"

(4) Since bureaucrats seldom surrender power save under compulsion, the new agencies created recently are likely to be permanent. This will lead us almost inevitably to some form of dictatorship.

(5) The "New Deal bureaucracy" is incompetent, largely because appointments have been made for political reasons. The "spoils system" has been given a renewed lease of life. "Deserving Democrats", rather than men chosen solely for competence, man the New Deal agencies.

(6) The ever-present danger is that conditions may be tolerated as necessary in the emergency which will in the end destroy our constitutional system, and with it the American contribution to democracy.

#### CONCLUSION

4. If we understand this issue, it is possible for us to form our own opinions about it. If past tendencies are a guide to the future, there is not likely to be much, if any, reduction in the functions of the Federal Government. In this case, we will continue to have a large Federal bureaucracy. The dangers of irresponsible bureaucracy are real. On the other hand, weakening of the Federal Government may open the door to confusion and anarchy. If we are to retain "bureaucratic" methods, we must be alert to the necessity of securing efficiency, and must insist upon the establishment of safeguards which will prevent the officials of the administration from becoming capricious, arbitrary, and undemocratic.

# Aiding College Students

**N**O LOANS of any description are advanced to college students through the Federal Government. Although many requests are received through the different governmental agencies for such loans, none are available through Uncle Sam.

Other aid, however, is extended to college students in the amount of nearly 14 million dollars for the current college year. This has been requested by and allocated to 1,482 non-profit-making colleges and universities. Student applications for a share in this aid are made directly to the college in which the student is registered or expected to register.

These relief funds, administered through the Educational Division of the Federal Emergency Relief Administration (F. E. R. A.), have been authorized for a program of part-time employment for college students from September 1, 1934, to the end of the academic school year in June 1935. Up to November 14, 1,482 colleges and universities have been granted a monthly allotment of \$1,422,755 which is paid by the F. E. R. A. to the State emergency relief administrations, which in turn transfer the funds to each institution participating in the program.

All non-profit-making institutions of a collegiate or university character are eligible for these funds, and the monthly allotment is \$15 for each student in a quota, representing 12 percent of the enrollment of full-time students of college grade as of October 15, 1933. The president of the college is held responsible for the program in his institution.

The college president, in applying for these funds makes an affidavit to the effect that his institution is of collegiate or university character; that it requires at least the equivalent of high-school graduation for admission; that it is non-profit in character as attested by the fact that its regular educational buildings and grounds are exempt by its charter from local taxes; that student employment funds will be used to pay students for doing socially desirable work, including the sort customarily done in the institution by students who are working their way through college; that relief funds will not be used to replace college funds

## ★ HOW THE *Federal Government Is Helping Those Registered in 1,482 Institutions of Higher Learning Pay Their Way*, by Walter J. Greenleaf

heretofore available for student aid; and that the allotment will be used to provide jobs in addition to those customarily provided by the institution. Students must be of good character, and able to do high grade work in college.

The 1935 Educational Directory of higher educational institutions lists 1,662 colleges and universities which are further classified as follows:

Group 1.—4-year degree-granting colleges and universities offering liberal-arts subjects.....	644
Group 2.—Independent professional schools which are degree-granting but specialize in professional subjects.....	247
Group 3.—Teachers Colleges—4-year degree-granting institutions specializing in the training of teachers.....	158
Group 4.—Normal schools with teacher-training courses of 2 or 3 years and do not grant degrees.....	80
Group 5.—Junior colleges—do not grant degrees but maintain college courses of 2 years' duration.....	426
Group 6.—Negro colleges of all types.....	107

Total—All higher educational institutions.<sup>1</sup> 1,662

Four fifths of the higher educational institutions of the country have shown approval of this program by requesting

<sup>1</sup> In addition there are numerous 1-year colleges and institutions with very small enrollments not included.

F. E. R. A. funds for student aid. Since this is true, it is of more interest perhaps to consider some of the types of institutions that do not participate in the program.

All of these institutions except 339 receive monthly allotments of F. E. R. A. funds. Of group 1, thirty-six 4-year colleges in the continental United States do not participate; 23 are women's colleges, 10 are men's colleges, and 3 are coeducational. No publicly controlled institutions are among these; 22 are controlled by the Roman Catholic Church, 10 are privately controlled, and 4 are controlled by the Protestant Churches. These are mainly Eastern institutions which are generally able to provide scholarships for their needy students; enrollments are limited, student expenses are relatively high, and self-help activities among the students are considered sufficient for the need.

Of the *professional schools* (group 2) 149 have not asked for F. E. R. A. student aid funds. These include numerous private law schools, conservatories of music, a few theological schools, evening colleges, and institutions with collegiate work in special subjects. Many of these

### Student Aid Program in Colleges

[F. E. R. A. Funds as of Nov. 14, 1934]

Type of college	Number in educational directory—1935	Number not participating	Number receiving F. E. R. A. aid	Quota of students	Monthly allotment
College or university.....	644	41	603	64,984	\$974,735
University department.....			21	921	13,815
Professional school.....	247	149	98	3,947	59,205
Teachers college.....	158	7	151	11,322	169,830
Normal school.....	80	40	40	1,332	19,980
Junior college.....	426	89	337	8,428	126,420
Negro college.....	107	13	94	2,576	38,640
All other.....	0		138	1,342	20,130
Total.....	1,662	339	1,482	94,852	1,422,755

NOTE.—These figures include outlying territories.

are not tax exempt and therefore not eligible for F. E. R. A. funds. Others are evening schools with no quota of "full-time" students, and for that reason are not eligible for F. E. R. A. funds.

Most of the *teachers colleges* group (3) draw monthly allotments; the 7 which do not participate are mostly privately controlled.

Half of the *normal schools* (group 4) do not participate; 24 are privately controlled, 12 are city institutions, and 4 are church schools; 30 are exclusively for women, 9 are coeducational, and 1 is for men.

A fifth of the *junior colleges* (group 5) do not participate; 49 are privately controlled 18 are city institutions, and 22 are church schools; 40 are exclusively for women, 31 are coeducational, and 18 are for men.

All except 13 of the *Negro colleges* (group 6) participate in the funds; these are coeducational except 1 for men.

In addition to the institutions thus far considered, there are 138 schools which participate in the student-aid program. These are of collegiate grade but not listed in the educational directory because they maintain less than 2 years of college work or because they are special schools above high-school grade but not listed as higher educational institutions. These include over a score of county normal schools in Wisconsin, and an equal number of very small colleges, 58 one-year or small two-year junior colleges, 13 small theological schools, 10 industrial and technical schools, and a dozen miscellaneous special schools of art, music, pharmacy, optometry, chiropody, speech, military science, etc. Altogether 1,482 colleges are receiving Federal money for student aid.

In the small college the work of administering these funds is simple. Students are readily placed at work on a wide variety of projects which are necessary and worth while and which could not be done without money from an outside source.

In the larger universities, however, the business of administering these funds is more complex. When 5,000 students apply for 2,000 jobs there is the work of separating out those who would be able to remain in college without this aid and those who cannot get along without it. A sort of personnel file on each student is the first step in determining the genuineness of student need. These statements are then vouched for by responsible persons in the student's home community. The student indicates in addition to the state of his finances and his home responsibilities, the nature of work that he would like to do. The dean or faculty committee in charge canvasses the faculty

members for opportunities and proposed projects, and the type of student assistance desired. Matching up these two files is a matter usually adjusted by a special committee. Student transfers from one type of work to another are allowed in most colleges, and in general the committee endeavors to satisfy both student and immediate supervisor.

College presidents were recently asked to express themselves as to the value of the F. E. R. A. student-aid program. Of 74 replies, 64 believed the present method of relief is suitable; 58 thought it permanently helpful to colleges; and 62 felt that permanent benefit accrues to students thus aided. Those who favor the program feel that it furnishes help for young men and women at a critical period in their lives when they are finishing high school. It increases the general morale of students by alleviating constant fear of financial stringency which has led to a feeling of discouragement and has interfered with their college work.

In Ohio where 56 colleges and universities are participating in the F. E. R. A. program 86 percent of the students are working on the campuses, and 14 percent are working off campus in the various city, county, and State agencies including public schools. Work on the campus is what might be expected—clerical work in the various offices, library, and museum work, assisting in laboratories, various types of research on specific research projects, assisting professors as readers, etc., and miscellaneous jobs as custodians, work on construction and repair of classroom equipment, art work, publicity, and helpers of various sorts. Work off the campus has been chosen with a view to social and educational values to the students. Some of the agencies which receive the benefits of F. E. R. A. student help include: City hospitals, public libraries, recreation commissions, city offices, community landscape squads, county relief administration agencies, farm-and-home-protective committees, health commissions, State emergency schools, welfare departments, planning boards, departments of education, and State libraries. The public schools also profit through having students assigned as library helpers, piano accompanists, tutors, play supervisors, and as helpers and assistants in various departments. Students are also assigned as leaders and aids in boy and girl scout work, Y. M. C. A., Y. W. C. A., settlement help, churches, Red Cross, clinics, and other local organizations. Unique and unusual opportunities are open to college students in 1934-35 through the aid of the Federal Government.

## Radio Off The Air

[Continued from page 107]

financial support of educational broadcasting has been limited and erratic. ROBERT HUTCHINS, president, University of Chicago (hearings, p. 13190).

Broadcasting is considered as primarily an informational, educational, and cultural function and not primarily as a commercial advertising medium, in all countries except our own. ARMSTRONG FERRY, director, Service Bureau, National Committee on Education by Radio (hearings, p. 284).

Even if we are right in every other way, the American system makes difficult, if not impossible, the financing of educational, cultural, or public welfare broadcasting. JAMES N. RULE, State superintendent of public instruction, Pennsylvania (hearings, p. 13271).

I think it is much more expensive to maintain a program than it is to maintain a station. JOSEPH E. MADDY, assistant State supervisor of music, Michigan (hearings, p. 12622).

A good educational program must, we have found, possess certain marked characteristics: (1) There must be continuity of personality; (2) the subject must be of immediate interest; (3) it must be live, vital, terse, and so economical of time. FRANKLIN DUNHAM, educational director, National Broadcasting Co. (hearings, p. 12494).

We are asking for an opportunity for millions of listeners to hear programs of information, instruction, and entertainment free from advertising, programs that are instructive in character. ARTHUR G. CRANE, president, University of Wyoming (hearings, p. 168).

Listener interest in programs specified as charitable, civic, educational, public health, religious, and political, so that the response depends almost entirely upon the skill with which the program is presented. ALFRED J. McCOSKER, former president, National Association of Broadcasters (hearings, p. 10921).

People still have to be educated to like educational programs. CARL HAVERLIN, sales manager, radio station KFI, Los Angeles, Calif. (hearings, p. 11000).

If educators and broadcasters could work together harmoniously in the development of a great Nationwide educational program, merging the sound educational experience of the educators with the practical entertainment technics of the broadcasters, the public would be served. WATSON DAVIS, director, Science Service (hearings, p. 11266).

It has always been, and continues to be, our belief, based on an experience of over 9 years in the broadcasting business, that broadcasting stations could not build such programs alone; this work must be done by the educational institutions—cooperating with the stations. H. K. CARPENTER, manager, radio station WHK (hearings, p. 740).

We sincerely believe that many of the problems in this field must be solved by cooperation rather than legislation, although legislation should keep pace with the advancement of the art. JOHN W. STUDEBAKER, United States commissioner of education (hearings, p. 13683).

There is still much to be desired and much to be deplored, but as a good American, I have a firm belief in the power of democracy to work constantly for finer and better results, and it will always be the voice of the people that must govern all efforts in this direction. FRANK J. BLACK, general musical director, National Broadcasting Co. (hearings, p. 12323).

# National Planning in Education

THE people of a nation have the right to use in the training of their young any of the agencies which they have set up to handle their public affairs. While those agencies are differently arranged in the many countries, they follow the general pattern of one central or national body to take care of the businesses that are the concern of all and a governmental machine for each of the first subdivisions such as states, provinces, departments, counties (Denmark), prefectures (Japan), banovinas (Yugoslavia), and liwas (Iraq). These in turn are followed by more numerous groups of public officials to do the work of the second subdivisions, variously named counties, municipalities, communes, districts, etc. Third and even fourth subdivisions like villages, townships, towns, and qadhas also may carry on certain public activities through persons chosen for that purpose.

The public business of education may be assigned to any of these agencies, national, first, second, third, or fourth subdivisional or be permitted to remain in private lay or sectarian hands. In actual practice it is not given *in toto* to any of them. Each nation as it grew and changed, worked out for itself combinations by which some of the privileges and responsibilities of training the youth were allotted to certain public official groups, others to other groups, and the part that private effort may have is more or less clearly defined. The amount and finality of authority in education that goes to any group varies much among the nations in its large phases and infinitely in its details.

Canada, India, Australia, Switzerland, and the United States of America, trust education to the first subdivisions and there share their duties with smaller civil units. In the first three countries named the policy is carried consistently to the point that funds for education do not flow through the national treasuries. The New Zealanders pursue an almost opposite plan and intrust nearly all education matters, including financing, to their national employees. These are marked instances: Combinations of authority are the rule and are mainly national and communal in Belgium, national, academical, and communal in

★ JAMES F. ABEL, *Foreign Schools Specialist, Reports How Many Countries Have Included Planning for Education as a Part of Their General National Planning*

France; national and borough or municipal in England; and national, state, and municipal in Mexico.

If the National Government has chief control of education, it must plan its activities in that respect; to refuse or neglect the duty would be denying one of the reasons for its own existence. History records many instances of national planning that were noble in their concepts and practical and remarkably fruitful in their application. Hermann Bonitz and Franz Exner worked out in 1848 the famous Organisationsentwurf (organization plan) for secondary schools which was adopted and nationally enforced in Austria and Hungary by the Austrian ministry of education. The Entwurf, extremely unpopular in Hungary at the time of its inception and some years later, is now written of by Hungarian educators in such tones as these:

Its sections on organization and pedagogy permanently and beneficially influenced Hungarian secondary education.

It compelled school supporters to do their utmost to raise the level of schools by obtaining more teachers, giving them better training, and providing satisfactory school buildings and equipment.

It defined the task of instruction in the gymnasium which stands the test to this day.

Three-quarters of a century ago it laid the foundation of the modern Hungarian secondary school.

Hungarian secondary schools are among the best in Europe. Later (1868) Baron Joseph Eötvös, then minister of education, secured the enactment into law of a fine plan of elementary education in Hungary. It worked out well and in its main features is still in effect.

Nationally, François Guizot the great historian, in 1833, and Jules Ferry and Ferdinand Buisson (1883) planned elementary education in France. Sir Francis Kay-Shuttleworth planned for England and Wales (1843-49) and did it so soundly that his impress on elementary education and teacher-training in that country is still strong indeed. The report of the

British Schools Inquiry Commission in 1868 and of the Bryce Commission, of which Lord James Bryce was chairman, in the nineties, are two other examples of English national planning in education. President Faustino Sarmiento, in the late sixties and early seventies, framed for education in Argentina the outlines on which much of its present effectiveness is based. President Juarez of Mexico had tried something similar in 1858 but the Mexican constitution of 1853 lessened the good that his efforts might have done.

Those are a few of the older schemes, labelled as visionary at the time of course, but proved now to be sound and workable. We shall turn to some later examples. Since 1924 the Consultative Committee of the Board of Education has been working painstakingly on national plans for education in England and Wales and its suggestions are being put, not hurriedly but carefully, into practice.

Giovanni Gentile, some 12 years ago, set out the changes that should be made in the school system of Italy, a system that grew on the foundations placed by the Casati Act of 1859. The Chinese national government is tackling the very extensive work of providing a system of education and to that end asked the advice, which was given, of a committee of the League of Nations. The Government of Mexico is going directly and rapidly ahead with its education schemes, some of them so unusual and apparently so successful that they are attracting attention in many other countries. The peoples of Turkey, Iraq, the Union of Soviet Republics, Poland, the Irish Free State, Czechoslovakia, Finland, Estonia, Latvia, Lithuania, and of other countries saw, when they faced the changed conditions following upon and resulting from the World War, that they must shape their own destinies and included planning for education as a part of their general national planning.

# Want to Know About School Laws?

**D**URING the next few weeks, several thousands of educational bills will go into the legislative hopper of the various States. Readers of *SCHOOL LIFE* interested in these bills may wish to know what services on school law and legislation are available from the Federal Office of Education.

By correspondence, consultation, bulletins, and circulars, the influence of the Office of Education school-law service reaches out to schoolmen, legislators, and laymen everywhere.

Through laws, ideals and reforms are translated into action. Realizing this, citizens who are eager to improve their schools write to the Office of Education. They write asking advice on their problems. They write asking information on what legal measures other States and communities have taken to improve school service.

The following few examples illustrate the problems which are frequently presented to the Office of Education and the kind of service rendered:

1. A State school official, in devising legislation for larger school units in his State, wants information showing how other States have adjusted assets and indebtedness of consolidated districts. This school official receives, in reply, information showing how some other States have dealt with the problem, including excerpts from a number of State laws governing the adjustment or funding of indebtedness of consolidated school districts.

2. A State legislator wants information to assist in drafting a satisfactory teacher-tenure law. This legislator is told which States have such laws. He is supplied with the text of what is regarded as very well developed State teacher-tenure laws, as well as with a list of basic principles set forth by students of teacher-tenure legislation.

3. A woman writes from a sparsely-settled prairie region in behalf of children who are without educational facilities. She wishes to secure educational rights of these children. In reply this correspondent gets excerpts from the school law of her State, together with other information to assist her in presenting more effectively

## ★ LEGISLATURES Meet This Winter. *Ward W. Keeseker Explains the Services Rendered by the Office of Education to Those Working on New Educational Laws*

the problem for appropriate State or local school officials.

4. A national legislative organization requests information which will assist efforts being made in a particular State to facilitate the adoption of the county school unit. Information is furnished which indicates how a few other States have dealt with the problem, and how legislation has been devised to effect the administration of other functions of government in larger units.

How many States require free textbooks?  
What States require school attendance until 18 years of age?

To the Office of Education come many school-law and administrative problems, the solution or determination of which are beyond its jurisdiction. For example the operator of a delicatessen store complains because a newly established school cafeteria has ruined his trade. Another man objects because his school is abandoned and consolidated with an adjacent school community. A teacher complains because she was unjustly dismissed from her position. Many want the teaching of the Bible or the Constitution in the public schools. Some complain because pupils, under certain conditions, are required to pay tuition to attend school. Local school controversies or problems of this type are outside the scope of the Federal Office of Education.

The school-law service of the Federal Office of Education does not offer any particular law or bill as a model for legislative approval in the different States. Moreover, in the rendering of school-legislation service, it is not assumed that there is on the part of the Federal Government, or the various State governments, a consciously defined theory of the exact relationship of the respective States to education, or that any school legislation or system is perfect.

While school legislation may not be an exact science, it need not be a *trial and error* method. It is logical to assume that a legislature having tried a method or system for schools which has proved inadequate is not precluded from trying another, and that constructive school legislation is a progressive enterprise. By a study of the school laws in different States, together with the results they produce, it is possible to formulate school legislation mainly on the basis of the experience of other States.

[Continued on page 118]



Ward W. Keeseker.

In addition to school-law problems put to the Office of Education, every mail brings questions to be answered:

- What are the legal requirements for teacher certificates in different States?
- What States have laws providing teacher-retirement systems?
- What States have teacher-tenure laws?
- How are State superintendents of education chosen?
- How many States require teachers to take an oath?
- What States and cities prohibit employment of married women teachers?
- What States require Bible or religious instruction in public schools?
- What States forbid the teaching of evolution?
- What States have county unit systems for schools?

# *Educators' Bulletin Board*



## **Meetings**

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Philadelphia, Pa., April 5 and 6.

AMERICAN ASSOCIATION OF COLLEGE REGISTRARS. Raleigh, N. C., April 16-18.

AMERICAN COLLEGE PERSONNEL ASSOCIATION. Atlantic City, N. J., February 20-23.

AMERICAN HUMANE EDUCATION SOCIETY. Boston, Mass., January 22.

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 22-25.

AMERICAN MEDICAL ASSOCIATION, COUNCIL ON MEDICAL EDUCATION AND HOSPITALS. Chicago, Ill., February 18-19.

ASSOCIATION OF COLLEGE PRESIDENTS OF PENNSYLVANIA. Harrisburg, January 25.

ASSOCIATION OF VIRGINIA COLLEGES. Lynchburg, February 8-9.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN. Baltimore, Md., February 21-23.

MINNESOTA SCHOOL BOARD ASSOCIATION. St. Paul, Minn., February 6-8.

MISSOURI STATE SCHOOL ADMINISTRATIVE ASSOCIATION. Columbia, Mo., February 7 and 8.

NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING. Atlantic City, N. J., February 24-26.

NATIONAL ASSOCIATION OF REGIONAL STANDARDIZING. Atlantic City, N. J., February.

NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS. Atlantic City, N. J., February 25-26.

NATIONAL ASSOCIATION OF TEACHERS AGENCIES. Atlantic City, N. J., February.

NATIONAL COMMITTEE ON EDUCATION BY RADIO. Washington, D. C., January 21.

NATIONAL COUNCIL OF SUPERVISORS OF ELEMENTARY SCIENCE. Atlantic City, N. J., February 25.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Atlantic City, N. J., February 22-23.

NATIONAL EDUCATION ASSOCIATION. Atlantic City, N. J., February 23-28:

- Department of deans of women. Feb. 20-23.
- Department of rural education. Feb. 20-23.
- Department of secondary school principals. Feb. 20-23.
- Department of superintendence. Feb. 23-28.
- Department of supervisors and directors of instruction.
- Department of teachers colleges.

NATIONAL FEDERATION OF STATE HIGH-SCHOOL ATHLETIC ASSOCIATIONS. Atlantic City, N. J., February 25.

NATIONAL HEALTH COUNCIL. New York, N. Y., January.

NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS. Atlantic City, N. J., February.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Atlantic City, N. J., February.

NEBRASKA COUNTY SUPERINTENDENTS ASSOCIATION. Lincoln, January 22-24.

PRIVATE SCHOOL ASSOCIATION OF THE CENTRAL STATES. Chicago, Ill., March 15 and 16.

PROGRESSIVE EDUCATION ASSOCIATION. Washington, D. C., February 21-23.

SECONDARY EDUCATION BOARD. Andover, Mass., February 15-16.

WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION. Olympia, week of February 10.

WESTERN ARTS ASSOCIATION. Chicago, Ill., Apr. 3.  
WOMEN'S PROFESSIONAL PAN-HELLENIC ASSOCIATION. New York, N. Y., February 1-3.

MARGARET F. RYAN

## **Recent Theses**

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan.

BROWN, MARION HUBERT. Some factors causing teacher turn-over in schools of the United States. Master's, 1933. University of Colorado. 46 p. ms.

CARTER, RUTH H. Vitalizing the teaching of contemporary children's poetry. Master's, 1934. Boston university. 108 p. ms.

CLARKE, HELEN. A study of the college training of the hospital dietitian. Doctor's, 1934. Teachers college Columbia university. 96 p.

COE, ROGER LEHEW. Predicting first year high school success in a county school system. Doctor's, 1934. George Peabody college for teachers. 52 p.

DEAHL, MARTHA K. A study of the library facilities in the schools and in the homes of Union district, Monongalia county. Master's, 1934. West Virginia university. 43 p. ms.

DORAISWAMY, CHINNISH. An analysis of reading difficulties among the blind children in primary grades Master's, 1934. Boston university. 63 p. ms.

FISHER, MARY S. Language patterns of preschool children. Doctor's, 1933. Teachers college, Columbia university. 88 p.

FOSTER, FRANK C. Field work and its relation to the curriculum of theological seminaries. Doctor's, 1932. Teachers college, Columbia university. 103 p.

FRANDSEN, ARDEN. An eye-movement study of objective examination questions. Doctor's, 1933. University of Minnesota. Genetic psychology monographs, 16: 80-138, August 1934.

GORBY, JOHN H. Relative value of high-school subjects from the point of view of high-school graduates. Master's, 1934. West Virginia university. 57 p. ms.

MADDY, IRVIN S. An evaluation of the relative effect on progress in first-year algebra of study preceding recitation versus recitation preceding study. Master's, 1934. West Virginia university. 60 p. ms.

MARKS, LOUIS. The selection, appointment, and promotion of personnel in a large city-school system. Doctor's, 1933. New York university. 353 p. ms.

MORRISON, ANNE H. Women and their careers: a study of 306 women in business and the professions. Doctor's, 1934. Bryn Mawr college. 117 p.

PISTOR, FREDERICK. A comparative study of the growth of children under traditional and progressive practices. Doctor's, 1933. New York university. 204 p. ms.

STEWART, HUGH H. A comparative study of the concentration and regular plans of organization in the senior high school. Doctor's, 1933. Teachers college, Columbia university. 64 p.

STRATTON, J. MAURICE. An investigation of the possibilities of a county-unit plan of school administration in Montgomery county, Pennsylvania. Master's, 1934. Temple university. 105 p. ms.

RUTH A. GRAY

## **New Books and Pamphlets**

### ***Vocational Guidance***

New Careers for Youth; today's job outlook for men and women from 17 to 32, by Walter B. Pitkin. New York, Simon and Schuster [c1934] 236 p. \$1.50.

The result of continuous investigations of changing vocational opportunities.

Occupations and Vocational Guidance, a source list of pamphlet material, comp. by Wilma Bennett. New York, The H. W. Wilson Co., 1934. 85 p. mimeog. \$1.25.

Arranged alphabetically by the names of organizations from which materials may be obtained, with subject index; priced.

### ***University Administration***

Aspects of Land-Grant College Education, with special reference to the University of Minnesota, by Palmer O. Johnson. Minneapolis, The University of Minnesota press, 1934. 271 p. \$2.50. (College problems series.)

Contents. Pt. I, Fiscal aspects; Pt. II, Facilities of land-grant institutions; Pt. III, Enrollment trends in higher education; Pt. IV, The student body of a land-grant division; Pt. V, The human product.

Housing College Students, prepared by Kathryn McHale and Frances Valiant Speek . . . Washington, D. C., American Association of University Women, 1934. 96 p. \$1.50.

Papers presented at the Conference on the Housing of College Students and supplementary material on housing plans in effect at a number of colleges and universities.

### ***Aids to Teaching***

Bookbinding Made Easy, by Lee M. Klinefelter. New York, Chicago, The Bruce Publishing co., [c1934] 84 p. illus. \$1.00.

A practical manual which simplifies bookbinding and places this craft within the range of junior high school activities.

Cornell Rural School Leaflet. Teachers' number, Sept. 1934. Ithaca, N. Y., New York State College of Agriculture at Cornell University, 1934. 64 p. illus.

Specific suggestions to teachers of science, graded and seasonally arranged; develops one-half of the total units suggested.

SUSAN O. FUTTERER

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## THE DOME OF THE CAPITOL



[Architecture is frozen music.  
GOETHE]

I have not yet found the cadence  
Of the song of the Capitol's Dome.  
  
It is a long slow measure;  
The swing of the decades is in it  
And its beat is the timing of generations.  
It is a long slow cadence  
That poets have not found.

And I know they never shall find it,  
They shall not travel far enough,  
They shall not live long enough  
To come to the end of that measure.

It is somewhere beyond the gamut of  
[voices,  
Beyond the notation of music,  
Beyond the octameter's roll.

The patience of Lincoln is in it,  
The gravity of judges deciding great  
[causes,

The thunder of Webster is in it  
Speaking to senates,  
And the wisdom of Washington  
Speaking to nations.

It is a long, slow measure,  
Slow as the plodding feet of oxen  
As they bend their great shoulders  
To the weight and the freight  
Of covered wagons moving westward  
Toward the setting of the sun.

The Atlantic, the Pacific  
Are in it,  
Deep calling to deep.  
The Rockies are in it  
Echoing gravely and surely  
Over measureless prairies  
The Alleghenies' antiphonal chorus.

The rhythm of paddles is in it,  
Paddling canoes  
Up the St. Joseph,

Down the Ohio,  
Up the Missouri,  
The long strong sweep of the paddles  
of pioneer men—  
It is a long slow cadence,  
Slow as seedtime and a lingering harvest,  
Slow as the growing of oak trees,  
Slow as the movement of centuries.  
Sometimes it seems like the soft lullaby  
Of a mother as her babe falls asleep.  
Sometimes I hear in it  
The roll of the Oregon,  
The roar of Niagara,  
The winds of the Yukon,  
The hush of the forests,  
The silence of stars,  
The taciturn march of the stars.  
And again it brings to my ears  
The long overtones of the past  
Echoing far into the future.

*When in the course of human events—  
We, the people of the United States—  
The Union, it must and shall be pre-  
served—  
A just and lasting peace among ourselves  
And with all nations—  
Nor take from the mouth of labor  
The bread that it has earned—*

Words—  
Sharper than swords,  
Greater than greed,  
Words for the writing of judgments,  
Words for the healing of nations  
Forged on the anvil of God.  
And when I hear all these voices  
This multitudinous music  
Of acorns and oak trees,  
Of lovers and roof trees,  
Of millions of women and men  
Joining the centuries' chorus,  
I know that the voice of each singer  
Will sometime stop singing,  
But that song with a measureless measure  
Will go on—  
On past spring time and seed time,  
On past war time and peace time,  
On with a swelling crescendo,  
On to a grand diapason,  
On—  
I know that song will go on.

SAMUEL B. PETTENGILL, M. C.

The foregoing poem, dedicated to the President of the United States, written by Hon. Samuel B. Pettengill, Member of Congress from Indiana, has received wide recognition throughout the United States. To introduce it to educators "because of its literary excellence and its incentive to patriotic thoughts in the minds of the young", a copy of the poem was submitted for publication in *SCHOOL LIFE* by Hon. Louis Ludlow, Member of Congress from Indiana, and personal friend of Congressman Pettengill.

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## Schools Report

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"SOME Light on Facts Pertaining to Public Education in Delaware" is the title of an attractive bulletin published by the department of public instruction of that State. It includes topics on the curriculum, the schools and social problems, the schools and business, and school costs.

At the November election this year 84 of the city and exempted village school districts and 715 of the other school districts in Ohio voted on special levies for current expenses. The levy was voted in 56, or 67 percent, of the cities and villages; and in 464, or 65 percent, of the other school districts.—Circular compiled by T. C. Holy, Bureau of Educational Research, Ohio State University.

"Michigan's Public Schools" is the title of a manual prepared cooperatively by the Michigan Education Association and the State Department of Public Instruction.

The Wyoming Education Association in its bulletin no. 3, Equalization and School Administrative Units in Wyoming, published in October 1934, shows that if the county in that State were made the unit of school administration and control, the problem of equalization would be greatly simplified. Under this plan the present ratio of the wealthiest school district to the poorest, namely, 78.5 to 1, would be reduced to 3.4 to 1; and under an enlarged district plan, including no city having a population of 1,000 or more, the ratio would be reduced to approximately 5 to 1.

In January 1934, the State Superintendent of Public Instruction of Michigan called into being the Michigan Educational Planning Commission. The members of the commission are the representatives of organized tax-paying groups and other interested organizations. The following committees were appointed to give intensive study to the various problems: 1. Goals of education; 2. Financing public education; 3. Administrative organization; 4. Extent of free public education; 5. Curriculum and method; 6. Teacher personnel; 7. Public information on education. The report of the committee on goals has been published. Copies may be secured from the Michigan Educational Planning Commission, Box 342, Lansing, Mich., at 1 cent each for 10 or more copies. Single copies are free. Send self-addressed, stamped envelope.

W. S. DEFFENBAUGH

# C.C.C. Education One Year Old



★ THE C. C. C. educational program was inaugurated one year ago this month. On January 2, 1934, I walked into an empty suite of offices in the Hurley-Wright Building, Washington, D. C. There were no desks, typewriters, bookcases, nor filing

cabinets. There were no precedents in education to follow; Government procedure seemed to be a hopeless maze. The only tangible guide or set of instructions I had was the small pamphlet so well known to you now—"A Handbook for Educational Advisers in the Civilian Conservation Corps." I was humbled by the magnitude of the job which I was undertaking but deeply impressed by the opportunities and possibilities in providing educational opportunities for 300,000 young men. I knew that my first task was to select educational advisers who would thrill to the newness of their job and recognize the possibilities before them. They would be men who had had teaching and counselling experience, perhaps, but it would not be possible for them to have had specific training or experience in this kind of education. Would I be able to find enough men to carry out the educational philosophy outlined in the handbook?

Today, as I consider my "faculty" of 9 corps area educational supervisors, 1,267 camp educational advisers, 1,468 assistant leaders for education, and 7,500 company officers, superintendents, foremen, and enrollees voluntarily offering their services, I no longer have these doubts. My feeling now is one of pride for these men who are making C. C. C. education what it is today, a recognized part of the American system of education.

The first of the year is an especially fitting time to review the past and to lay plans for the future. You camp advisers have undoubtedly made plans for the coming year, as have your corps area supervisors and the Washington office. I want to take this opportunity, however, to discuss the advisers themselves. The camp educational adviser is all-important. He must have the imagination and ingenuity to build up the camp program. Upon him falls the burden of making the educational offering attractive to the enrollees. He must be an

## ★ C. S. MARSH, Educational Director, Tells Camp Educational Advisers That Possibilities of Their Programs are Boundless and Opportunities more Challenging

effective organizer within the camp, always keeping not only the approval but the active interest of his camp commander. He must interpret his program to nearby communities and draw out of them the assistance of libraries, clubs, schools, and churches. Consequently, great care has been exercised in the selection of men to serve as camp educational advisers in the Civilian Conservation Corps. One corps area supervisor recently said, "I have lately spent a good portion of my time interviewing nearly 1,000 applicants for positions in the C. C. C. camps."

During the third enrollment period, about 600 advisers resigned or were relieved. They were replaced by men hand-picked by the corps area educational supervisors. In camp advisers there has been a rather large turnover, partly because some of the best qualified men were offered better jobs in schools and elsewhere and partly because many of the less able were asked to resign. The specifications for successful camp advisers demand men of unusual abilities. At the end of December 1934 over 2,000 advisers had been appointed, although the quota is 1,267. In other words, of every 3 men chosen and tried, 2 remain on the job.

Of the camp advisers now in service, 92 percent have bachelors' degrees, and many of the rest have teachers' certificates; one-third of the advisers have masters' degrees; 4 percent have Ph. D. degrees. Seventy-eight percent of them have had teaching experience, and 32 percent have had experience in school administration. Men from 25 to 45 years of age do the best work, it has been proved. More than one-half of the present staff are under 35 years of age. Younger men adapt themselves more easily to the conditions of camp life, as a general rule.

Camp advisers have been selected not only because of their educational background and teaching experience, but also because of their breadth of interest and occupational experience. Over one-half

of the advisers have had professional or business experience; 28 percent have published articles or books; two-thirds of the advisers can coach some athletic sport; and one-half of them have had practical counselling experience. Such interests and abilities are of very great value in the conduct in the C. C. C. educational program.

It is with real pleasure that we were able to appoint 175 advisers in December. This added number increases the number of advisers from 1,092 to 1,267, which means that our ratio of advisers to camps is 86 percent. These additional advisers were selected with every regard for the high standards previously accepted; 53 percent are between the ages of 26 and 35; all of them have bachelors' degrees, 30 percent have masters' degrees; and 83 percent have had teaching experience.

The camp educational advisers are very capably assisted in their conduct of the educational program. Seven thousand five hundred persons are serving the C. C. C. educational program as part-time teachers. The enthusiastic cooperation afforded the program is a striking feature of this new type of education. The results of such an outpouring of cooperative endeavor are incalculable.

With such leaders and such cooperation the possibilities of the C. C. C. educational program are boundless. And at the beginning of a new year the opportunities seem all the more challenging, don't they?

## ★ Electrifying Education

THE Motion Picture Producers and Distributors of America is offering teachers a series of 24 one-reel motion pictures edited from photoplays for use in character education programs. This list of films was selected and prepared by the Committee on Social Values in Motion Pictures, which is made up of the following persons: Drs. Howard M. LeSourd, dean, Boston University Graduate School, Boston, Mass., chairman; Phyllis Blanchard, psychologist, Child Welfare Clinic, Phila-

delphia; Florence Hale, editor, the *Grade Teacher*, former president of the National Education Association, New York City; and Mark A. May, executive secretary, Institute of Human Relations, Yale University, New Haven, Conn.

In outlining the purpose of the series the committee states: "Character education is carried on through life situations and social enterprises, which means that character is developed through experiences of living. The committee realizes that the pictures it is offering do not constitute real life. Nevertheless, in a very real sense children experience vicariously the situations and problems presented to them in motion pictures. There can be no doubt that their effectiveness far exceeds the story that is told or printed." It is evident that the emotional appeal of the motion picture makes an ideal medium for presenting life problems in their natural settings and that students' responses would more nearly parallel responses in actual life situations than would the academic presentation of the same subject matter.

A teacher's manual, discussion outlines, and report forms have been prepared to be used in connection with this series of films which is called "Secrets of Success." This is an experimental project and teachers who wish to use these films should write to Dr. Howard M. LeSourd, Boston University, Graduate School, Boston, Mass.

Mr. I. Keith Tyler, Assistant Director of Curriculum of the Oakland Public Schools, has prepared an interesting report on "The Daily News Broadcast in the School." A limited number of these reports are available for free distribution from the Office of Education.

The Columbia Broadcasting System is broadcasting many interesting international programs from the far corners of the earth.

Free copies of pamphlets entitled "The Ministry of Radio", "Programs that Fit the Listener", "Telling the World by Radio", and "Music in a Radio-Minded World" may be obtained from their author, Mr. Franklin Dunham, Educational Director, National Broadcasting Company, Radio City, New York, N. Y.

The Lower West Side Motion Picture Council (55 Washington Square, South, New York City) is carrying out a very valuable motion-picture program.

CLINE M. KOON

## Vocational Summary

[Continued from page 105]

Seybold believes, in that it has shown the need for the type of information uncovered as a basis for a vocational rehabilitation program.

### Teacher training

The teacher-training college, school, or department has three functions to perform, in the opinion of O. C. Aderhold, associate professor of education, University of Georgia. These are: (1) Selecting those who are to participate in its training program, (2) training those selected, and (3) placing those who are trained. Selection, Mr. Aderhold believes, involves (1) informing the student through a guidance program in high school and college, (2) securing detailed personal information about him, and (3) guiding him upon the basis of the information thus secured. The teacher-training program is necessarily a vocational training program, Mr. Aderhold holds, and should be built to meet the needs of the prospective teacher. He listed 11 activities of vocational agricultural teachers in the State of Georgia, in which the prospective teacher must become proficient.

Educational administrators, superintendents, and principals who are candidates for the doctor of philosophy degree at the University of Pittsburgh must take certain vocational courses intended to give them a broad view of education as a whole. Such courses are largely philosophical and theoretical in character, and present only the underlying principles of the fields they cover. The university program set up for the administrative group now includes, among others, a course in home economics. According to Dr. G. D. Whitney, head of the university's vocational teacher-training work, the home economics course has given a number of administrators a new slant on the value of a home economics program in the public-school system.

Six phases of vocational education in agriculture, in which there is need of research, were pointed out by F. W. Lathrop of the Federal Office of Education. He advocated 3 studies of the financing of vocational agricultural programs—1 on financing by the States, 1 on the method of distribution of vocational agriculture funds by the States to different communities, and 1 on the revision in State financing plans since 1920. Other studies recommended by Dr. Lathrop are (1) methods used by

individual instructors or groups of instructors in teaching vocational agriculture, (2) histories of former vocational agriculture students, and (3) content of vocational agriculture courses.

## ★ Measurement Today

CAN Attitudes Be Taught? is the title of the Johns Hopkins University Studies in Education No. 21. The interest in the teaching of the so-called intangibles is great. Scientific procedure in checking on experiments designed to discover teaching principles in this field must be insisted upon because of the great popularity of the subject. This study by Arthur Lichtenstein is a serious attempt to study the influence of education at the intermediate-grade level on two attitudes—those of scientific open-mindedness and preference for the outdoors to movies.

We hear much of cumulative record keeping and its values. One of the few studies which have been made to date which bear on the values of records kept over a long period of time is that reported by Finch and Nemzek in the *Journal of Applied Psychology* for June 1934. Among other items used in this college prediction study were the intelligence quotients obtained on entrance to high school—more than 4 years before.

A popular work, on the prevalence of superstitions, i. e., unfounded scientific beliefs, has just been issued by the Doubleday, Doran & Co. It is in part a result of several years' study at Teachers College by Otis Caldwell and Gerhard Lundeen. The study of such superstitions is related to the problems of the teaching of attitudes.

Harl R. Douglass continues his work of pointing out the dangers to the curriculum of State-wide testing in the *School Review* for September. His articles on this subject, of which this is only one, point out that tests may tend to crystallize or limit the curriculum on a factual basis. The matter resolves itself around the problem of test items. When poor test items are used we must agree with Douglass. But as E. L. Lindquist points out in connection with the Iowa State-wide program, if the proper kind of test items are used, they will raise the level of the course of study. All this emphasizes that tests are not fool-proof but must be constructed intelligently and used rightly—the same rule which applies to all scientific measurement.

DAVID SEGEL

## School Laws

[Continued from page 113]

Numerous Federal Office of Education publications deal with school legislation. Among the most recent available are those listed below.

### On School Legal Issues

The following Office of Education publications are available from the Superintendent of Documents, Washington, D. C.:

Pamphlet No. 47 [1934], Legal Status of Married Women Teachers. 5 cents.

Bulletin, 1934, No. 6, Teacher Retirement Systems: Principal Provisions of State Systems. 5 cents.

Pamphlet No. 59 [1935], Legislation Concerning Textbooks. 5 cents. [In press.]

Bulletin, 1933, No. 2, Chapter VII, A Review of Educational Legislation, 1931 and 1932. 5 cents.

Pamphlet No. 34 [1933], School Administrative Units with Special Reference to the County Unit. 5 cents.

Bulletin, 1932, No. 17, Monograph No. 9, Legal and Regulatory Provisions Affecting Secondary Education. 10 cents.

Bulletin, 1932, No. 7, The Legal Status of the County Superintendent. 10 cents.

Bulletin, 1931, No. 20, Chapter XXIII, Review of Educational Legislation, 1929-1930. 5 cents.

Pamphlet No. 30 [1932], State Legislation Relating to Kindergartens in Effect 1931. 5 cents.

Pamphlet No. 5 [1930], State-wide Trends in School Hygiene and Physical Education, as Indicated by Laws, Regulations and Courses of Study. 5 cents.

Bulletin, 1930, No. 14, Legal Status of Bible Reading and Religious Instruction in Public Schools. 10 cents.

Bulletin, 1930, No. 8, Digest of Legislation Providing Federal Subsidies for Education. 10 cents.

## ★ Which Dictionary?

THE selection and purchase of a dictionary, whether for private, public, or school library, is a matter not to be taken lightly. All too frequently the solution of the problem is conditioned by the presence of a high-powered salesman selling the one dictionary "no library should be without."

The October issue of Subscription Books Bulletin, published by the American Library Association, is devoted to the subject of dictionaries, 45 of which are described, evaluated, and "recommended" or "not recommended" for reasons definitely stated. The list covers dictionaries published in England as well as in America, and ranges from the large unabridged editions to those simplified for use in the elementary schools. The committee that prepares the reviews is made up of librarians, who are entirely impartial in their attitude to the books reviewed.

This issue of Subscription Books Bulletin may be obtained directly from the American Library Association, 520 North Michigan Ave., Chicago, Ill.

## ★ N. E. A. Packets

FOUR useful packets of useful helps for schools are available from the National Education Association Division of Publications as follows:

1. Special commencement packet, stressing student participation, and featuring this year the tercentenary celebration of secondary education.

2. Special tercentenary packet, including pageant material for classes, clubs, assemblies and commencements.

3. Federal aid debate packet, which includes addresses, committee reports from Congress, research reports, and other materials.

4. World good-will day packet, special materials to assist teachers and school administrators, including world good-will messages, timely articles, posters, suggested programs, pageants, and the like.

For further information address the N. E. A. Division of Publications, 1201 Sixteenth Street, Washington, D. C.

## The Declaration

JUDGING from the number of requests received in the Publications Division of the Federal Office of Education, the Declaration of Independence is a close second to the Constitution of the United States in popularity. To answer future requests as to what the United States Government has issued on the Declaration of Independence, the following information has been compiled. All the material mentioned should be ordered from the Superintendent of Documents. The price is given in each instance.

The Federal Office of Education has issued a facsimile of the Declaration, 29 by 34 inches, reproduced on parchment paper, which may be had for 25 cents. Many teachers have written saying they were delighted with their copies and have had it framed and hung in their classrooms.

The Story of the Declaration of Independence by James C. Boykin, a former editor of SCHOOL LIFE, is a 20-page leaflet issued by the Office of Education and costing 5 cents. It contains a brief outline of the incidents leading up to the signing of the Declaration of Independence, as well

as short biographical sketches of six of the foremost signers—Thomas Jefferson, Benjamin Franklin, John Adams, Richard Henry Lee, Samuel Adams, and John Hancock. The full text of the instrument itself with a list of the signers is also included.

Mention has already been made of Senate Document No. 79, the Declaration of Independence and the Constitution of the United States of America (see December SCHOOL LIFE) available at 20 cents.

The Department of State has issued a literal print of this document entitled "The Declaration of Independence: 1776" which is on sale for 5 cents. It does not, however, include the names of the signers.

Some may also be interested in the remarks of Representative Boylan, of New York, made in the House of Representatives, June 30, 1930, on "Thomas Jefferson, author of the Declaration of Independence." These remarks were printed in the *Congressional Record* for June 30, 1930, and may be had for 13 cents.

Numerous references to Benjamin Franklin and Thomas Jefferson, two of the signers, may be found in Price List No. 50,

American History and Biography. Ask the Superintendent of Documents for a copy.

### F. E. R. A. Parent Education

[Continued from page 99]

Family life is trying to adjust itself to a changing social order. It suffers from many handicaps such as inadequate income and loss of morale because of economic insecurity, lack of knowledge of the elementary principles of child training, little understanding of mental hygiene with its emphasis on the development of personality. Instinct and chance are no longer to be relied upon. In addition to this there is the feeling of insecurity due to the fact that ideals and standards of conduct are in process of change. Parents reach out for assistance in trying to keep up with all the complexities of modern life, not only to serve as interpreters to their children, but also to perform better their function as individuals and citizens.

Problems brought up for discussion in the groups give some insight into parents' problems and needs as they express them. About half are concerning general principles of child training and development; one-sixth are about problems of household management; one-eighth on specific behavior problems, and the remainder, or about one-fifth, on various subjects. Many studies, over a period of years, of the problems that parents bring up for discussion, indicate great similarity in the expressed needs and little variance of the problems outside the economic one at different economic levels.

Parent education is an important part of the adult education movement made essential through the vast changes that have come about in our social and economic order, and that are still going on in a dynamic society. In 1932, it was reported that 500,000 parents were participating in some form of parent education activities through channels of the public schools and various community agencies. The Federal emergency education program, through its parent education activities, is merely providing the way through the use of a method already well developed, to make more real for hundreds of our citizens the ideals and aims of the national recovery program. Parent education activities are attempting to make their contribution toward national recovery.

MISS JESSIE LUMMIS,

Specialist in Parent Education Emergency Education Division of the Federal Emergency Relief Administration.

### ★ House of the People

NEARLY a year ago a copy of an Office of Education publication, *The House of the People*, by Mrs. Katherine M. Cook, Chief, Division of Special Problems, was handed to the Chief of Ichalkaranji, a State in India. "The chief was captivated by the tale of hearty cooperation between people and government, and by the account of the splendid type of education being developed in the rural areas of Mexico", which the bulletin described. "It is just the thing for Ichalkaranji", he said. "Go ahead and develop the whole idea wherever possible in my borders."

This India State has about 20 primary schools in as many different villages. It was finally suggested that the House of the People idea be tried in Bhadwan.

The chief revenue officer of Taluka County, in which the village of Bhadwan was located, called a meeting and the whole plan was explained. The State could not afford to construct the primary school building which the village needed, but would furnish stone, timber, and hardware. Villagers agreed to contribute labor or money as they were able. A site was chosen on a hill overlooking the village and the Hiranyakeshi River. The cornerstone was laid on March 24, 1934, by Mrs. J. L. Goheen, wife of Dr. Goheen, considered one of the strongest agricultural missionaries in India. Less than 6 weeks later the opening ceremony took place in the new 2-room building, with 3,500 men, women, and children from villages, hamlets, and neighboring hills and valleys in attendance. The lighthouse on the hill, *The House of*

*the People*, now stands, a token of the villagers' loyalty, goodwill, satisfaction, and experience, and a joy to Dr. Goheen, who had done much toward making the new schoolhouse a reality. The opening of the school marked the closing of Dr. Goheen's services as administrator and adviser in the State of Ichalkaranji.

The House of the People, which has also reached China, Turkey, and other foreign lands, is available as Office of Education Bulletin 1932, No. 11, price 10 cents, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

### ★ Nina C. Vandewalker

MISS NINA C. VANDEWALKER, for 5 years kindergarten education specialist in the Federal Office of Education, passed away in Detroit, Mich., November 22, 1934, following several years of declining health. Miss Vandewalker, a native of Michigan, was nationally known for her contribution to the development of the kindergarten in the United States. She was an instructor in Ypsilanti State Normal School, Michigan, and of the Whitewater Normal School, Wisconsin. For 23 years Miss Vandewalker was principal of the Milwaukee, Wis., State Normal School's kindergarten department, where more than 900 pupils received instruction in teaching methods and practices under her supervision. The Federal Office of Education still issues publications on kindergarten-education procedures and practices produced by Miss Vandewalker. She also was the author of a book titled "The Kindergarten in American Education."

### Subscription Blank

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OUT of Babyhood into Childhood—1 to 6 years, 8-page folder (Children's Bureau Folder No. 10), 10 cents.

Suggestions for the physical and mental welfare of the child 1 to 6 years of age. (Parent education; Child care.)

At the instance of President Roosevelt under recent authorization of Congress, the early historical manuscripts in the archives of the Navy Department, supplemented from many other sources, are to be printed by the Superintendent of Documents. It is expected that the sales price will be between \$3 and \$6, depending upon the number printed, for a volume of about 600 pages on durable paper, handsomely bound in cloth and with a copious index. Anyone desiring a copy should notify the Superintendent of Documents so that an estimate may be made of the number of copies to print.

Glimpses of our National Parks. 92 p., illus. (National Park Service.) Free.

Brief sketches of the national parks, monuments, and historical park, now under the jurisdiction of the National Park Service. Lists the military parks, which were formerly administered by the War Department. Sections entitled "The National Park System—History, Administration, and Use" and "The National Parks and Emergency Conservation" are also included. The pamphlet is well illustrated and contains a map of the United States showing the location of each of these areas. (Geography; History; Geology.) (See illustration for typical scene in Mount Rainier National Park.)

The Hurricane. 14 p., charts. (Department of Agriculture, Miscellaneous Publication No. 197.) 5 cents.

The history, causes, formative stages, places of origin, progression, and irregular movements of hurricane winds; barometric pressure; rainfall; tides; the law of storms; dimensions of the hurricane; premonitory signs; frequency; hurricane warnings; and track charts. (Nature study.)

The Influenza Epidemic of 1928-29 in 14 Surveyed Localities in the United States. 42 p., charts. (Treasury Department, Public Health Service, Reprint No. 1606 from Public Health Reports.) 5 cents.

An analysis, according to age, sex, and color, of the records of morbidity and mortality obtained in the surveys. (Public health; Health education.)



Courtesy National Parks Service.

## On Mount Rainier

(See reference: *Glimpses of our National Parks.*)

Rural Factory Industries. 35 p. (Department of Agriculture, Circular No. 312.) 5 cents.

Community effects of rural industrial developments in addition to their financial contributions to farm family incomes and to rural living conditions of such industries as handicraft, fireside, or small-shop types. (Sociology; Economics; Manual training.)

Aquatic Shell Industries. 17 p., illus. (Department of Commerce, Bureau of Fisheries, Fishery Circular No. 15.) 5 cents.

History, sources of raw material, and manufacture of the aquatic shell industries; production statistics, products and their uses, seasons of manufacture, distribution of products, and selling practices. (Geography; Economics.)

Amœbic Dysentery—Problems presented by the outbreak in 1933. 4 p. (Treasury Department, Public Health Service, Reprint No. 1611 from Public Health Reports.) 5 cents.

## Office of Education Publications

PUBLIC Education in the Virgin Islands. Pamphlet No. 50. Price 10 cents.

One of the most interestingly designed publications ever issued by the Federal Office of Education, and 32 pages of factual information about the Virgin Island country, its people, and its schools. The pamphlet is well illustrated.

The Economic Outlook in Higher Education for 1934-35. Pamphlet No. 58. Price 5 cents.

A survey of 500 schools in every State and Alaska, showing receipts, expenditures, number of faculty members, their salaries, and tuitions.

Teachers Problems With Exceptional Children, part V, Crippled Children. Pamphlet No. 55. Price 5 cents.

The fifth of a series of pamphlets dealing with teachers' problems in exceptional child education. The other pamphlets in the series are: Part I, Blind and Partially Seeing Children; part II, Gifted Children; part III, Mentally Retarded Children; part IV, Deaf and Hard-of-Hearing Children; part VI, Children of Lowered Vitality (5 cents each).

Aids in Book Selection for Secondary School Libraries. Pamphlet No. 57. Price 5 cents.

Services of State educational and library agencies, services of the American Library Association, services of public libraries, lists issued by boards of education, services of the American Association for the Advancement of Science, other sources, ways of evaluating new books, and the like. Every librarian should have this useful guidebook available for reference.

Statistics of Private Commercial and Business Schools 1932-33, chapter VII, Biennial Survey of Education, 1932-34. Bulletin 1935, No. 2. Price 5 cents.

Significant developments in the private commercial and business education field; comparisons of 1933 and 1929; enrollments in day and night business schools, number of teachers employed, and list of schools in each State.

Foreign and Comparative Education, A List of References. Bulletin 1934, No. 10. Price 10 cents.

This 59-page bulletin lists foreign education yearbooks, general accounts, missionary schools abroad, adult education, agricultural education, commercial education, medical education, technical education, and supplies references to published works on education in more than 100 separate countries, from Albania to Zanzibar.

Economics Through the Elimination of Very Small Schools. Bulletin 1934, No. 3. Price 10 cents.

How many small schools are there in the United States? Where are they most prevalent? What is the effect of smallness of schools on per capita cost of education? How can the small school be eliminated? These and many other important questions are answered in this 54-page publication of the Office of Education.

MARGARET F. RYAN

*The staff of the Office of Education in the United States Department of the Interior is concerned primarily in collecting, analyzing, and distributing information about all phases of education in the United States, its insular areas, and in foreign countries.*

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